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EXPECTATIONS OF SCHOOL TRUSTEES FOR THE ROLE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS IN BRITISH COLUMBIA

by

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A THESIS
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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia," submitted by Harold Dunlop Stafford in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was designed to determine the expectations of individual school trustees in British Columbia for the role of the district superintendent in seven administrative areas which were divided into a number of tasks. For each of the forty-four tasks the trustees were asked to select one of four roles which best indicated their expectations for the superintendent's performance of the task. The roles were for performance independent of board direction, under the direction of the board, in an advisory capacity and in a role of no responsibility.

The trustees were asked to rank the seven administrative areas as functions of the superintendent. The areas were: instructional leadership, selection and management of staff personnel, pupil personnel, provision and maintenance of school facilities, school finance, administrative organization and structure, and public relations.

Each trustee was to record the following information about himself: his position on the board, his experience as a trustee being more, or less, than two years, his occupation. From this data three paired groups were established: (1) chairmen and members, (2) inexperienced and experienced trustees, (3) professional-managerial and "all others" categories. The expectancies in the various categories and the ranking of administrative functions were treated statistically.

The trustees indicated that, for tasks directly related to the instructional programme, the superintendent should work independently of

board direction. In general he should work with the board largely in an advisory capacity, but with no responsibility for the non-professional staff.

The order of importance of the administrative functions as shown by the total respondents was: (1) instructional leadership, (2) selection and management of staff, (3) management of pupil personnel, (4) administrative organization and structure, (5.5) provision and maintenance of school facilities, (5.5) public relations, (7) school finance.

The recommendations made were that: (1) in school districts which had not already done so, policy manuals be prepared and changed from time to time as necessary; (2) newly elected trustees meet with the superintendent to become familiar with his duties as a provincial official and as an executive officer of the board; (3) district superintendents must be well informed in the administrative areas where they are expected to act in an advisory capacity.

ACKNOWLEDGEMENTS

The writer is deeply obligated to the school trustees in British Columbia who wrote letters of encouragement and in other ways expressed their interest in the completion of the study. It is appreciated that each respondent set aside considerable time to make the necessary judgements to answer a somewhat lengthy questionnaire. Only by such voluntary assistance and free expression of opinion was the study made possible.

During the progress of the study the utmost consideration and assistance were afforded by members of the staff of the University of Alberta. Particular thanks are due to Dr. A. W. Reeves, Chairman of the Thesis Committee and Dr. J. H. M. Andrews, each of whom from time to time willingly aided the writer and constructively criticized the work.

It would be most remiss of the investigator to neglect to express his sincere gratitude to his wife, Dorothea. She was most intimately associated in the work involved in the preparation of the thesis.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Historical Background

The schooling of children in what is now known as British Columbia began in 1849 when the colony of Vancouver Island was established. It has been recorded that "as soon as the colony at Vancouver Island was organized, the Hudson's Bay Company made arrangements to provide education for the children."[1] However, it was not until 1856 that the first school building was constructed after the Legislature of Vancouver Island had provided for a system of schools for the colony.[2] At this time there was no organized school system on the mainland which was not constituted as the Colony of British Columbia until 1858.

A proclamation was read on November 19, 1866, that the two colonies had been united to constitue the United Colony of British Columbia, but not until 1869 was there enacted an Ordinance to Establish Public Schools Throughout the Province. However, it was not until after the Colony of British Columbia had become a province of the Dominion of Canada, and in the year 1872, that a Public Schools Act was passed marking the effective beginning of the present public school system. At

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[1] William A. Plenderleith, H. L. Campbell and J. F. K. English, School Organization in British Columbia (Victoria: Department of Education, The Province of British Columbia, 1952), p. 4, citing an early historian.

[2] J. H. Putman and G. M. Weir, Survey of the School System (Victoria: The Province of British Columbia, King's Printer, 1925), p. 15.

that time there were twenty-four school districts in operation.[3]

By 1879 legislation had been enacted providing for the formal inspection of schools by a staff of inspectors responsible to the Superintendent of Education for the province.[4] The system of reporting on the standard of education was substantially the same as at the present time. With the exception of School District 39 (Vancouver), all inspectors of schools were, and now are, civil servants in the employ of the Government of British Columbia. In Vancouver the Superintendent of Schools is an employee of the Board of School Trustees and responsible to it for the performance of his supervisory, inspectoral and administrative duties.

Parallel with the development of the Province, the number of school districts increased. In the larger centres such as Victoria and New Westminster, inspectors devoting their time exclusively to a single school district were designated Municipal Inspectors. Inspectors were appointed whose duties were confined exclusively to high schools. Other inspectors assigned to inspectorates in more remote parts of the province were responsible for inspection of both elementary and high schools. In 1945 the position of High School Inspector was abolished after which time all Inspectors of Schools became responsible for inspection of public schools from kindergarten through Grade XII or Senior

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[3] H. B. King, School Finance in British Columbia (Victoria: The Province of British Columbia, King's Printer, 1935), pp. 4-16.

[4] K. F. Alexander, "The Administration Organization of the British Columbia Public School System," The Role of the District Superintendent in Public School Administration in British Columbia, W. A. Plenderleith, editor (Toronto: Ryerson Press, 1961), p. 2.

Matriculation.

Following implementation of the Cameron Report,[5] an extensive re-organization of the pattern of public school districts and the method of school district finance was instituted during 1946. The 649 separate school districts were abolished and replaced by seventy-four Large School Districts and fifteen Unattached School Districts. The boundaries of the Large School Districts frequently contained city, municipal and unorganized rural areas. The fifteen Unattached School Districts were either too remote from adjoining centres of population or for some special reason could not be encompassed within the boundaries of a Large School District. It can be appreciated that the Inspectors of Schools would be involved in so extensive a change in school district organization. In the Report by the Deputy Minister and Superintendent of Education at that time these comments are found:

> That the change was made smoothly and continued to operate so efficiently is due in no small measure to the fine spirit of the men and women composing the school boards of the Province, and their cooperation with Departmental Inspectors who did remarkably efficient work in putting the new scheme into operation.[6]

The rapid development of the province, and the increase in school population which followed World War II, found added responsibilities placed upon the Inspectors of Schools, so much so that the Chief

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[5] Maxwell A. Cameron, Report of the Commission of Inquiry Into Educational Finance (Victoria: The Province of British Columbia, King's Printer, 1945), pp. 4-108.

[6] Annual Report 1946-47 of the Public Schools of the Province of British Columbia (Victoria: The Province of British Columbia, King's Printer, 1948), p. Y27.

Inspector of Schools in reporting upon the complex nature of their work briefly enumerated the responsibilities of School Inspectors under five areas: School and Classroom Visits, Evaluation, In-Service Training, School Board Duties, Other Duties.[7] In the Large School Districts, staffing and building problems were such that almost every year new district inspectors were appointed and more of the staff of Inspectors were assigned to single Large School Districts.

By legislation passed in 1955 it became possible for a school board to appoint the Inspector of Schools as an executive officer.[8] Recognition of the changed function took place in 1957 when the title "Inspector of Schools" was changed to "District Superintendent of Schools." The following comment was significant: "The passing of a time-honoured designation must be viewed with some regret but it has long since represented only one segment of the responsibilities involved in the office."[9] The varied nature of the duties of a District Superintendent of Schools in British Columbia has been set forth at length in a year book published by the Canadian Association of School Superintendents and Inspectors.[10]

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[7] _Annual Report 1954-55 of the Public Schools of the Province of British Columbia_ (Victoria: The Province of British Columbia, Queen's Printer, 1956), pp. EE34-EE35.

[8] _Manual of the School Law and School Regulations_ (Victoria: The Province of British Columbia, 1955), Sec. 51, sub-sec. 9.

[9] _Annual Report 1957-58 of the Public Schools of the Province of British Columbia_ (Victoria: The Province of British Columbia, Queen's Printer, 1958), p. W5.

[10] _The Role of the District Superintendent in Public School Administration in British Columbia_, W. A. Plenderleith, editor (Toronto: Ryerson Press, 1961), pp. 1-94.

A Board of School Trustees in British Columbia is composed of five, seven or nine members who receive no financial payment for the performance of their many tasks. They are elected to office for a term of two years. The Board has been delegated certain duties and responsibilities under the Public Schools Act. It functions as a fiduciary body and is a corporate entity with its powers exercised by resolution or by-law. It does not act by a committee of the board or by individual trustee.

> The Board's overall and primary function is to provide education for the children in the area. The School Board is in fact the local agency of the legislature assigned the responsibility of carrying out the provincial educational policy in the community. The School Board is not an agency of the local community (in law) though to some extent in fact.[11]

In all school districts the trustees have found their responsibilities increasingly onerous and have delegated executive responsibilities to the District Superintendent for questions of purely an educational nature and to its secretary-treasurer for questions of business administration. In six school districts a unit form of school administration had been adopted by 1961 and the District Superintendent was designated as the chief executive officer of the board, responsible for executive action with respect to all board policies. By way of example, Appendix H sets forth the duties of a particular District Superintendent designated the chief executive officer.

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[11] David S. M. Huberman, "Legal Responsibilities of the School Board," Report of Fraser Valley Branch Seminar, U.B.C. - B.C.S.T.A. Project in Developing Leadership for Public Responsibility (Vancouver: The University of British Columbia, Department of University Extension, 1963) (Mimeographed).

Prior to the institution of the Large School District, and for some years thereafter, the Inspector of Schools was assigned to his inspectorate by the Deputy Minister and Superintendent of Education. In a single district superintendency the incumbent became more closely identified with local problems in education. Customarily, with his residence within the school district, he more and more became looked upon as the local leader in education and less as an official of the Department of Education performing professional tasks within the school district.

The practice developed that when there was need for a District Superintendent to be appointed to a single district superintendency, applications were invited from all District Superintendents. From among those interested the Deputy Minister and Superintendent of Education approved a number to be considered by the Board of School Trustees. The Board interviewed and chose the individual it considered most suitable for the position, and subsequently he was assigned to the position.

Boards of School Trustees have indicated a desire to have greater control over the office of District Superintendent of Schools. The British Columbia School Trustees Association submitted proposals and recommendations to the Royal Commission on Education. Among them was a recommendation that would permit boards of school trustees to have the same privilege and on the same basis "as presently enjoyed by School District No. 39 (Vancouver)" of choosing and appointing their own

District Superintendents.[12]

I. THE PROBLEM

The Purpose of the Study

In an unpublished Master's thesis at the University of Alberta, a study was made of "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta."[13] The design of the study was such that with minor adaptations it would be suitable for similar studies in the other provinces of Canada. The writer has made minor modifications for a similar study for British Columbia.

The objective of this study was to determine what the individual trustee in British Columbia considered the District Superintendent of Schools should do in various administrative areas which might be under his direction. It was assumed that a District Superintendent of Schools would perform a duty in one of four ways:

(a) The superintendent should be responsible for the performance of this duty independent of board direction.

(b) The superintendent should be responsible for the performance of this duty under the direction of the board. (He may or may not carry it out himself.)

(c) The superintendent should be expected to act in an advisory

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[12] B.C.S.T.A. Brief to the Royal Commission on Education, The B.C. School Trustee, XV:1 (Vancouver: British Columbia School Trustees Association, 1959), p. 28.

[13] John Harvey Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of School in Alberta," (unpublished Master's thesis, The University of Alberta, Edmonton, 1961).

capacity in this case.

(d) The duty should not be considered a responsibility of the superintendent.

Statement of the Sub-Problems

This investigation was concerned with six questions:

1. What would be the expectations of individual school trustees for the role of the district superintendent in (a) Instructional Leadership, (b) Selection and Management of Staff Personnel, (c) Pupil Personnel, (d) Provision and Maintenance of School Facilities, (e) School Finance, (f) Administrative Organization and Structure and (g) Public Relations?
2. Would there be a significant difference between the expectations of inexperienced and experienced trustees?
4. Would there be a significant difference between the expectations of trustees classified as of the "professional-managerial group" and "all other trustees?"
5. In what relative order of importance would the previously mentioned seven administrative areas (Item 1 above), be ranked by the total respondent trustees?
6. Would there be any significant degree of difference in importance in the rankings assigned to administrative areas by chairmen, board members, inexperienced, experienced, and professional-managerial or "all others" classifications?

Need for the Study

The manner in which a district superintendent has conceived his

responsibilities would be determined, among other factors, by his professional preparation, experience, philosophical maturity and his appreciation of how others expect he should perform his duties. His method of performance will be modified or changed by time and circumstance. The individual trustee customarily brings a non-professional educational point of view to aid in the determination of board policies. His expectations for the role of the district superintendent undoubtedly will be different from those held by other members of the same board and by the district superintendent. In order that the individual trustees, the board as a corporate entity and the district superintendent can act most effectively, it would seem there should be a clear determination of expectations. No study has been made in British Columbia which would set forth clearly the expectations of the individual trustee for what should be the role of the district superintendent. Studies have been made of how superintendents, including those in British Columbia, view their role.[14]

The results of the present study should be of considerable interest to at least three groups concerned with the role of a district superintendent in British Columbia, namely, boards of school trustees, senior officials of the Department of Education, and beginning and practising district superintendents.

Definition of Terms

1. Administrative area. A descriptive term to indicate a group of duties

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[14] Cecil P. Collins, "The Role of the Provincially Appointed Superintendent of Schools in Large Units of Administration" (unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1958).

that might be performed by a district superintendent of schools.

2. Board or Board of School Trustees. A corporate body of five, seven or nine qualified persons elected pursuant to provisions of the Public Schools Act of British Columbia.
3. Board Member. A trustee elected or appointed to a board of school trustees.
4. Chairman. The trustee elected by his fellow board members to preside over meetings of the Board of School Trustees, and who has the same right to vote as other trustees.
5. Council of Public Instruction. The Minister of Education and other members of the Executive Council of British Columbia.
6. Department of Education. A department of the Civil Service of the Province of British Columbia, the management and direction of which is the responsibility of the Minister of Education, who is a member of the Executive Council of British Columbia.
7. Expectations or Expectancies. The anticipated active or passive behavior of an individual in the performance of duties.
8. Function. A duty or responsibility with respect to a given area.
9. Role. The total behavior pattern of an individual in a given position as expressed by the sum of expectations.
10. Superintendent of Education. Deputy Minister and Superintendent of Education, the highest ranking civil servant in the Department of Education for the Province of British Columbia.
11. Superintendent or District Superintendent of Schools. A civil servant of the Department of Education charged with duties and responsibilities as set forth under the Civil Service Act, the Public

Schools Act and the Rules of the Council of Public Instruction for the Government of Public Schools in the Province of British Columbia.

12. Task. A specific duty within an administrative area.

Limitations of the Study

This study has been limited to a study of the expectations of individual school trustees. It was appreciated that boards of school trustees might have different expectations but the concern of the investigator was to obtain the thinking of a definite groups of individuals who intimately, and individually, assess the work of the superintendent of schools.

Basic Assumptions

It was assumed that behavior of a district superintendent of schools would be influenced, and to a considerable degree directed, in the performances of his duties by the trustees with whom he worked.

CHAPTER II

DESIGN OF THE STUDY

The study required expression by each trustee of his personal expectations for the role of the district superintendent of schools in the performance of certain administrative responsibilities. It seemed that the only reasonable way to gain the information was to address a letter to each trustee explaining the purpose of the study and to request the necessary assistance be given by answering and returning the completed questionnaire.

The Questionnaire

The procedures adopted by Finlay were carefully examined and with minor changes the questionnaire he developed was used in this study. The role of the superintendent was considered to include seven administrative areas:

> . . .Instructional leadership, selection and management of staff personnel, provision and maintenance of school facilities, school finance, administrative organization and structure, and public relations. Under each of these areas were listed critical tasks--forty-four in all--which school boards might expect the superintendent to perform.[1]

The minor changes made so that the questionnaire would be applicable for use in British Columbia were as follows:

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[1] John Harvey Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, The University of Alberta, Edmonton, 1961), p. 10.

1. The term "school division" was changed to "school district."
2. Under Instructional Leadership, in Task 2, the word "institute" was changed to "conferences."
3. Under Selection and Management of Staff Personnel two changes were made:
   a. In Task 3, in lieu of "supervisors, helping teachers, etc.," the terms "directors, supervisors, consultants, special counsellors, etc.," were used.
   b. Task 6 was extended to include "non-teaching staff."
4. Under Pupil Personnel, Task 8 was extended to include "irregular attendance and special problems."
5. Under Provision and Maintenance of School Facilities, Task 8 was altered from "formulating policy governing the use of school facilities by the public" to "providing the board with information for formulation of policy governing the use of school facilities by the public."
6. Under Administrative Organization and Structure, Task 3 was changed from "planning the administrative organization of schools within each centralized unit of the division" to "planning the administrative organization within the school district."

The respondents were asked to:

1. Indicate the role of the district superintendent in each of forty-four critical administrative tasks. This was done by circling a code letter to indicate the choice of one from among four possible roles for each task (see Chapter I).
2. Rank in order of importance the seven administrative areas. A rank

of 1 was assigned to the area considered most important, a rank of 2 for the next area and so on for the seven areas.

The Respondents

To aid in the interpretation of the replies, each respondent was asked to give the following information:

1. His position on the school board.
2. His experience as a member of the school board.
3. His occupation.

Validation of the Questionnaire

Because the questionnaire was, with minor changes, the same as that used by Finlay it was assumed that it did not require validation. However, members of the Thesis Committee were consulted and their approval obtained before the questionnaire was printed in its final form.

Distribution and Collection of the Questionnaire

The approval of the Deputy Minister and Superintendent of Education of British Columbia was obtained before the questionnaires were mailed to the trustees. Appendix A and Appendix B are copies of the correspondence.

As the purpose of the study was to obtain the opinion of the individual trustee, it was decided that the questionnaire should be mailed to the trustee at his home address. During the first two weeks of January, 1962, an envelope was mailed to each of the 538 trustees. It contained a circular letter (Appendix C), a questionnaire (Appendix D), and an addressed, stamped return envelope.

A second letter was mailed during March to the trustees who had not replied. This letter is reproduced as Appendix E.

Slightly more than 50 per cent, or 273 respondents, returned the questionnaires in usable form. An additional eleven respondents returned them incomplete or unused. In most instances an unused questionnaire was returned with a letter of explanation. The questionnaires were mailed to the trustees in eighty-two school districts and replies were received from all but three of the school districts.

Appendix D is a copy of the questionnaire. Opposite each of the forty-four tasks are the frequencies for each response and, immediately below, these are expressed in percentage form. The relative rankings for the administrative areas are shown. The number of persons in the various categories is also set forth.

Appendix F is a detailed summary of the classification of the respondents by categories and membership on the school board.

Appendix I is a table presenting data about the superintendencies in British Columbia in January 1962.

CHAPTER III

TREATMENT OF THE DATA

The respondents, in completing the questionnaire, were requested to classify themselves in the manner set forth in Table I. They were to indicate their position on a school board as either that of chairman or member. In terms of service on the board they were to indicate whether they had less than two years experience, designated in this study as inexperienced trustee, or whether they had two or more years of service, designated as experienced trustee. The respondents were also requested to identify themselves as belonging to one of ten occupational groups. The occupational categories were combined to form two numerically comparable groups designated as "professional-managerial" and "all others."

The largest single occupational group was that of "managers, officials and proprietors," in contrast with the "farmer" category of respondents noted in the Finlay study.[1] Sixty of the total respondents in this study were in the "professional, technical or kindred workers" classification in contrast with eleven in the Alberta study.[2] The number of housewives as respondents in British Comumbia was thirty, whereas there were only four such respondents reported by Finlay.[3]

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[1] John Harvey Finlay, "Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, The University of Alberta, Edmonton, 1961), p. 15.

[2] _Ibid_. [3] _Ibid_.

TABLE I

NUMBERS OF RESPONDENTS IN GROUPS USED FOR COMPARISON

Categories of Respondents	Number	Total Respondents
Chairman of School Board	53	
Member of School Board	220	273
Less than two years' experience	75	
Two or more years' experience	198	273
Occupations:		
professional, technical and kindred workers	60	
managers, officials and proprietors	76	
farmers	31	
clerical and kindred workers	13	
sales workers	3	
housewives	30	
craftsmen, foremen and kindred workers	40	
service workers	3	
laborers	4	
retired	13	273

[*] Classification of Respondent Trustees by categories, see Appendix F.

Statistical Analysis

The responses for the reference groups were tabulated in terms of frequency and percentages of expectancies for the roles of the superintendent in the designated administrative tasks. The responses of three pairs of groups were analyzed. The pairing was done in order to determine whether there was any difference in the way the pairs of groups viewed the role of the superintendent. The pairs of groups were as follows:

1. Chairmen and board members
2. Inexperienced and experienced trustees
3. Professional-managerial and "all others."

Two by four contingency tables were prepared and a chi-square test of independence was used to determine which differences were significant. The hypothesis of no difference was rejected if the calculated chi-square exceeded the chi-square at the .05 level. The attention of the reader will be directed to those instances where significant differences were found.

I. INSTRUCTIONAL LEADERSHIP

The five tasks of Instructional Leadership were:

1. Improving instruction through visiting classrooms and conferring with teachers.
2. Organizing teacher study groups, projects, conferences, etc., aimed at improving the quality of instruction.
3. Evaluating the work of teachers and reporting regularly to the board.

4. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.
5. Planning the programme of instruction to be offered by the schools, especially at the high school level.

Improving Instruction

In Table II, the expectancy of 92 per cent, or 251 of the 273 trustees, was that this task should be performed by the superintendent independently of board direction. This was the strongest point of view expressed in the questionnaire by trustees classified by their position on the board, by their experience, or by their occupation.

Organizing Teacher Study Groups

In Table III, 72 per cent of the total respondents favored the task being performed by the superintendent independently of board direction. It was shown that a greater percentage of the professional-managerial category expressed such an opinion than did any other category.

Evaluating and Reporting

The expectancies of respondents for the role of the superintendent in evaluating the work of teachers and reporting regularly to the board is set forth in Table IV. As in Table II and Table III, the trustees strongly indicated, 79 per cent, that the task should be performed by the superintendent independently of board direction.

Encouraging Teachers to Improve Qualifications

The respondents to the number of 196, or 73 per cent, expressed the opinion in Table V that the task was one to be performed by the

TABLE II

COMPARISON OF REPLIES FOR THE TASK OF IMPROVING INSTRUCTION THROUGH VISITING CLASSROOMS AND CONFERRING WITH TEACHERS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	49	92	3	6	1	2	0	0	0	53
Members Sch. Boards	202	92	10	4	6	3	2	1	0	220
Inexperienced	68	91	3	4	2	3	2	3	0	75
Experienced	183	92	10	5	5	2	0	0	0	198
Prof. & Managerial	125	92	8	6	3	2	0	0	0	136
All Others	126	92	5	4	4	3	2	2	0	137
Total Respondents	251	92	13	5	7	2	2	1	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE III

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING TEACHER STUDY GROUPS, PROJECTS, CONFERENCES, ETC., AIMED AT IMPROVING THE QUALITY OF INSTRUCTION

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	39	74	9	17	4	7	1	2	0	53
Members Sch. Boards	158	72	27	12	28	13	7	3	0	220
Inexperienced	54	72	9	12	8	11	4	5	0	75
Experienced	143	72	27	14	24	12	4	2	0	198
Prof. & Managerial	106	78	14	10	13	10	3	2	0	136
All Others	91	66	22	16	19	14	5	4	0	137
Total Respondents	197	72	36	13	32	12	8	3	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compararred.

TABLE IV

COMPARISON OF REPLIES FOR THE TASK OF EVALUATING THE WORK OF TEACHERS AND REPORTING REGULARLY TO THE BOARD

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	42	79	9	17	2	4	0	0	0	53
Members Sch. Boards	172	79	32	15	13	6	0	0	3	217
Inexperienced	59	81	9	12	5	7	0	0	2	73
Experienced	155	79	32	16	10	5	0	0	1	197
Prof. and Managerial	104	78	23	17	7	5	0	0	2	134
All Others	110	81	18	13	8	6	0	0	1	136
Total Respondents	214	79	41	15	15	6	0	0	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE V

COMPARISON OF REPLIES FOR THE TASK OF ENCOURAGING TEACHERS TO IMPROVE THEIR QUALIFICATIONS BY ATTENDING SUMMER SCHOOL, TAKING NIGHT CLASSES, ETC.

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	35	67	15	29	2	4	0	0	1	52*.02
Members Sch. Boards	161	74	30	14	20	9	6	3	3	217
Inexperienced	59	80	7	9	6	8	2	3	1	74
Experienced	137	70	38	20	16	8	4	2	3	195
Prof. and Managerial	99	73	25	19	9	7	2	1	1	135
All Others	97	72	20	15	13	10	4	3	3	134
Total Respondents	196	73	45	17	22	8	6	2	4	269

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

superintendent independently of board direction. There was a significant difference in the responses given in the paired group of chairmen and board members. It was reported that 29 per cent of the chairmen, as contrasted with 14 per cent of the board members, expected that the task should be performed by the superintendent under the direction of the board.

Planning the Programme of Instruction

In Table VI, 44 per cent of all respondents indicated that this task should be performed by the superintendent independently of board direction. However, 53 per cent indicated that he should work with the board either under its direction or in an advisory capacity.

As between chairmen and members there was a significant difference in expectancies. The chairmen indicated that the task should be performed under the direction of the board, whereas the members indicated that it should be performed independently of board direction.

Discussion

The district superintendents in British Columbia and their provincially appointed colleagues in Alberta have not precisely the same duties to perform. Nevertheless, their duties were sufficiently similar to warrant comparisons between the responses made by the trustees in each of the provinces concerning the role of the superintendent.

In the area of Instructional Leadership a strong opinion was expressed by all respondents, irrespective of categories, that the following tasks should be performed by the superintendent independently

TABLE VI

COMPARISON OF REPLIES FOR THE TASK OF PLANNING THE PROGRAMME OF INSTRUCTION TO BE OFFERED BY THE SCHOOLS, ESPECIALLY AT THE HIGH SCHOOL LEVEL

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	13	24	27	51	12	23	1	2	0	53
Members Sch. Boards	106	49	59	27	44	20	7	3	4	216*.01
Inexperienced	29	40	27	37	17	23	0	0	2	73
Experienced	90	46	59	30	39	20	8	4	2	196
Prof. and Managerial	58	44	48	36	22	16	5	4	3	133
All Others	61	45	38	28	34	25	3	2	1	136
Total Respondents	119	44	86	32	56	21	8	3	4	269

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for superivsory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

of board direction:

1. Improving instruction
2. Organizing teacher study groups
3. Evaluating and reporting
4. Encouraging teachers to improve qualifications.

With respect to these four tasks Finlay, in the Alberta study, found a similar pattern of response but not expressed quite so strongly.[4]

Both studies showed almost the same opinion about planning the programme of instruction to be offered by the schools, especially at the high school level. The opinion was that the task should be performed independently of board direction, however, only 44 per cent of respondents in each study expressed such an opinion. As the task might involve expenditure of funds raised locally, it seems likely that the respondents wished to have a more important role and share with the superintendent the responsibility for this aspect of Instructional Leadership.

II. SELECTION AND MANAGEMENT OF STAFF PERSONNEL

In the administrative area of Selection and Management of Staff Personnel seven tasks were considered, namely:

1. Selecting and placing teachers.
2. Selecting and placing principals.
3. Selecting and directing the work of suitable professional assistants (directors, supervisors, consultants, special counsellors, etc.).

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[4] *Ibid*., pp. 16-24.

4. Engaging a new secretary-treasurer.
5. Employing non-professional staff (bus drivers, caretakers, repairmen, stenographers, etc.).
6. Keeping personnel records of teaching and non-teaching staff (qualifications, experience, special abilities).
7. Promoting the general welfare of the staff (working conditions, teaching load, etc.).

Selecting and Placing Teachers

Slightly more than half, 51 per cent, of respondents indicated that the task should be performed by the superintendent under the direction of the board. A further examination of Table VII showed that the percentage of respondents, 25 per cent, who favored the advisory role was almost equalled by 23 per cent who indicated that the superintendent should act independently of board direction.

Selecting and Placing Principals

In Table VIII, 50 per cent of the respondents indicated an expectancy that the task should be performed by the superintendent under the direction of the board. Only 10 per cent of the respondents favored the superintendent performing this task independently of board direction. This latter percentage represents a rather different position from that indicated in Table VII where 23 per cent favored him acting independently of board direction, in the selecting and placing of teachers.

TABLE VII

COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND PLACING TEACHERS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	8	15	30	57	15	28	0	0	0	53
Members Sch. Boards	55	25	110	50	53	24	2	1	0	220
Inexperienced	22	29	34	45	19	25	0	0	0	75
Experienced	41	21	106	54	49	25	2	1	0	198
Prof. and Managerial	27	20	70	51	39	29	0	0	0	136
All Others	36	26	70	51	29	21	2	1	0	137
Total Respondents	63	23	140	51	68	25	2	1	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categroies were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE VIII

COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND PLACING PRINCIPALS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	3	6	29	55	21	40	0	0	0	53
Members Sch. Boards	25	11	108	49	87	40	0	0	0	220
Inexperienced	10	13	43	57	22	29	0	0	0	75
Experienced	18	9	94	48	86	43	0	0	0	198
Prof. and Managerial	11	8	64	47	61	45	0	0	0	136
All Others	17	12	73	53	47	34	0	0	0	137
Total Respondents	28	10	137	50	108	40	0	0	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

Selecting and Directing the Work of Professional Assistants

In Table IX, as in Table VIII, half of the respondents indicated that the task should be performed by the superintendent under the direction of the board. In general, the respondents' opinion was that the superintendent should work closely with the board either under its direction or in an advisory capacity. The opinion of 58 per cent of the chairmen and 55 per cent of the professional-managerial categories was that the superintendent should perform the task under the direction of the Board. Appendix F shows that forty of the fifty-three chairmen were members of the professional-managerial category.

Engaging a New Secretary-Treasurer

In Table X the expectancy of 54 per cent of the respondents was that the task should not be a responsibility of the superintendent. The table shows that 60 per cent of the professional-managerial category had such expectancies in contrast with 48 per cent of the "all others" category.

Employing Non-Professional Staff

As shown in Table XI, it was the expectancy of 88 per cent of the respondents that the superintendent should have no responsibility for the performance of this task.

Keeping Personnel Records of Teaching and Non-Teaching Staff

The respondents were divided in their expectancies for this task. The greatest number, ninety-three respondents or 35 per cent, indicated this was a task for which the superintendent should have no responsibility. In Table XII a significant difference is shown between chairmen

TABLE IX

COMPARISON OF REPLIES FOR THE TASK OF SELECTING AND DIRECTING THE WORK OF SUITABLE PROFESSIONAL ASSISTANTS (DIRECTORS, SUPERVISORS, CONSULTANTS, SPECIAL COUNSELLORS, ETC.)

Groups Compared	Expectancies for Superintendent's Role Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	6	11	31	58	15	28	1	2	0	53
Members Sch. Boards	41	19	104	48	69	32	3	1	3	217
Inexperienced	14	19	38	52	20	27	1	1	2	73
Experienced	33	17	97	49	64	32	3	2	1	197
Prof. and Managerial	20	15	74	55	39	29	1	1	2	134
All Others	27	20	61	45	45	33	3	2	1	136
Total Respondents	47	17	135	50	84	31	4	2	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE X

COMPARISON OF REPLIES FOR THE TASK OF ENGAGING A NEW SECRETARY-TREASURER

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	3	6	24	45	26	49	0	53
Members Sch. Boards	0	0	19	9	77	36	118	55	6	214
Inexperienced	0	0	5	7	30	41	39	53	1	74
Experienced	0	0	17	9	71	37	105	54	5	193
Prof. and Managerial	0	0	9	7	45	33	81	60	1	135
All Others	0	0	13	10	56	42	63	48	5	132
Total Respondents	0	0	22	8	101	38	144	54	6	267

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XI

COMPARISON OF REPLIES FOR THE TASK OF EMPLOYING NON-PROFESSIONAL STAFF (BUS-DRIVERS, CARETAKERS, REPAIRMEN, STENOGRAPHERS, ETC.)

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	2	4	5	9	46	87	0	53
Members Sch. Boards	3	1	9	4	14	6	193	88	1	219
Inexperienced	2	3	2	3	9	12	61	82	1	74
Experienced	1	1	9	4	10	5	178	90	0	198
Prof. and Managerial	1	1	6	4	7	5	122	90	0	136
All Others	2	1	5	4	12	9	117	86	1	136
Total Respondents	3	1	11	4	19	7	239	88	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XII

COMPARISON OF REPLIES FOR THE TASK OF KEEPING PERSONNEL RECORDS OF TEACHING AND NON-TEACHING STAFF (QUALIFICATIONS, EXPERIENCE, SPECIAL ABILITIES)

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	6	11	10	19	12	23	25	47	0	53
Members Sch. Boards	75	35	46	21	26	12	68	32	5	215*.01
Inexperienced	28	38	21	29	9	12	15	21	2	73
Experienced	53	27	35	18	29	15	78	40	3	195*.02
Prof. and Managerial	36	27	25	19	18	13	55	41	2	134
All Others	45	34	31	23	20	15	38	28	3	134
Total Respondents	81	30	56	21	38	14	93	35	5	268

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

and members, and between inexperienced and experienced trustees. Of the chairmen, 47 per cent indicated that the superintendent should have no responsibility, whereas the greater percentage of the members of the board, 35 per cent, favored a role where he would act independently of board direction. The expectancy of the experienced trustees was similar to that of chairmen, whereas the inexperienced trustees, like the board members, indicated the task was one which the superintendent should perform independently of board direction.

Promoting the General Welfare of the Staff

Table XIII shows that the respondents' expectancies were that the superintendent should have responsibility for the performance of the task, but expressed no decided opinion about which of three roles should be emphasized. Independent action was favored by 23 per cent, action under board direction by 31 per cent and action in an advisory capacity to the board by 35 per cent of the respondents.

Discussion

The Selection and Management of Staff Personnel was the second administrative area to be examined. The weight of opinion for three tasks was that they should be performed under the direction of the board. These tasks were:

1. Selecting and placing teachers
2. Selecting and placing principals
3. Selecting and directing the work of suitable professional assistants.

The opinion shifted with respect to the performance of two tasks and the respondents' expectancies were that the superintendent should not

TABLE XIII

COMPARISON OF REPLIES FOR THE TASK OF PROMOTING THE GENERAL WELFARE OF THE STAFF (WORKING CONDITIONS, TEACHING LOAD, ETC.)

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	8	15	19	36	21	40	5	9	0	53
Members Sch. Boards	53	24	66	30	74	34	25	11	2	218
Inexperienced	16	22	25	34	24	33	8	11	2	73
Experienced	45	23	60	30	71	36	22	11	0	198
Prof. and Managerial	31	23	40	30	53	39	11	8	1	135
All Others	30	22	45	33	42	31	19	14	1	136
Total Respondents	61	23	85	31	95	35	30	11	2	271

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

be responsible for:

1. Engaging a new secretary-treasurer
2. Employing non-professional staff.

Keeping personnel records of the staff was a task for which a divided opinion was expressed with only five per cent variation between a role of no responsibility and one of action independent of board direction. The weight of expectancies of the chairmen was that the role should be an advisory one.

The expectancy for the task of promoting the welfare of the staff was that the superintendent should work with the board either in an advisory capacity or under its direction.

Examination of the study made by Finlay showed similar findings except for the task of keeping personnel records for the staff.[5] In the Alberta study the task was less inclusive and had a different title. For these reasons no comparisons were made.

It was the speculation of the investigator that the respondents wished to retain control over the selection and management of staff personnel. This was especially true when employment of non-professional staff was involved. However, the respondents indicated that the superintendent should be responsible for administration of the instructional programme. It seems that the unitary form of school administration has gained little acceptance in British Columbia although it is common to school systems in many parts of Canada and the United States.

The responses seem to indicate that the employment of non-professional staff was not the responsibility of the superintendent because

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[5] *Ibid.*, pp. 26-36.

the task was indirectly an instructional function. This might indicate that the respondents preferred a dual form of administration wherein tasks of this nature should be the responsibility of some other school board official.

III. PUPIL PERSONNEL

The third administrative area, Pupil Personnel, was considered to comprise eight tasks:

1. Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.).
2. Developing procedures for estimating how well pupils are doing in school.
3. Organizing pupil transportation service.
4. Planning for provision of adequate recreational facilities.
5. Providing students with information about future job and educational opportunities.
6. Keeping pupil personnel records (census, promotion results, special problems).
7. Providing for the safety of pupils.
8. Dealing with cases of suspension, expulsion, irregular attendance and other special problems.

Planning and Organizing for Beginning Pupils

Whatever the responsibility a superintendent should have for the task set forth in Table XIV, only 11 per cent felt it was not his concern. The greatest single total response, 41 per cent, indicated the

TABLE XIV

COMPARISON OF REPLIES FOR THE TASK OF PLANNING AND ORGANIZING FOR BEGINNING PUPILS (AGE OF ADMISSION, TESTING, PARENT INTERVIEWS, ETC.)

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	21	40	14	26	13	25	5	9	0	53
Members Sch. Boards	90	41	61	28	41	19	26	12	2	218
Inexperienced	35	47	13	17	15	20	12	16	0	75
Experienced	76	39	62	31	39	20	19	10	2	196
Prof. and Managerial	60	44	33	24	30	22	13	10	0	136
All Others	51	38	42	31	24	18	18	13	2	135
Total Respondents	111	41	75	28	54	20	31	11	2	271

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

superintendent should perform the task independently of board direction.

Developing Procedures for Estimating How Well Pupils are Doing in School

In Table XV, 73 per cent of the respondents expressed the opinion that this task should be performed independently of board direction. The opinion might well reflect the statement of one of the duties of a superintendent as contained in the *Manual of School Law*, namely, the district superintendent "is responsible to the Superintendent of Education for the attainment of the standard of public education required by the Superintendent of Education."[6]

Organizing Pupil Transportation Services

In Table XVI most respondents, 45 per cent, indicated that the superintendent should be assigned either a role of no responsibility for the task or one in which he should have an advisory capacity, 41 per cent. Of the chairmen, 51 per cent indicated he should act in an advisory capacity.

Planning for Recreational Facilities

Of the total respondents, 61 per cent indicated that the role of the superintendent should be an advisory one. This view was held by 65 per cent of the inexperienced trustees and by 64 per cent in the "all others" category, as well as by 62 per cent of the chairmen. Further examination of Table XVII shows that 24 per cent of all respondents indicated that the task should be performed by the superintendent under

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[6] *Manual of the School Law and Rules of the Council of Public Instruction* (Victoria: The Province of British Columbia, 1958), sec. 13.

TABLE XV

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING PROCEDURES FOR ESTIMATING HOW WELL PUPILS ARE DOING IN SCHOOL

Groups Compared	Expectancies for Superintendent's Role: Independent Action Number	Independent Action Per Cent	Board Direction Number	Board Direction Per Cent	Advisory Capacity Number	Advisory Capacity Per Cent	No Responsibility Number	No Responsibility Per Cent	No Report	Total
Chairmen Sch. Boards	32	60	11	21	10	19	0	0	0	53
Members Sch. Boards	165	76	26	12	21	10	5	2	3	217
Inexperienced	52	70	9	12	10	14	3	4	1	74
Experienced	145	74	28	14	21	11	2	1	2	196
Prof. and Managerial	99	73	17	13	17	13	2	1	1	135
All Others	98	73	20	15	14	10	3	2	2	135
Total Respondents	197	73	37	14	31	11	5	2	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XVI

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING PUPIL TRANSPORTATION

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	1	2	8	15	27	51	17	32	0	53
Members Sch. Boards	5	2	25	12	83	38	103	48	4	216
Inexperienced	4	5	7	9	31	42	32	43	1	74
Experienced	2	1	26	13	79	41	88	45	3	195
Prof. and Managerial	2	1	19	14	56	41	58	43	1	135
All Others	4	3	14	10	54	40	62	46	3	134
Total Respondents	6	2	33	12	110	41	120	45	4	269

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XVII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING FOR PROVISION OF ADEQUATE RECREATIONAL FACILITIES

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	14	26	33	62	6	11	0	53
Members Sch. Boards	8	4	51	24	132	61	26	12	3	217
Inexperienced	3	4	17	23	48	65	6	8	1	74
Experienced	5	3	48	24	117	60	26	13	2	196
Prof. and Managerial	5	4	34	25	79	58	18	13	0	136
All Others	3	2	31	23	86	64	14	10	3	134
Total Respondents	8	3	65	24	165	61	32	12	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

the direction of the board.

Providing Students with Information

Table XVIII shows the expectancies of respondents for the role of the superintendent for the task of providing pupils with information about future jobs and educational opportunities. The performance of this duty independent of board direction was indicated by 41 per cent of all respondents. The remainder of the expectancies were almost equally divided among the other three possible roles.

Keeping Pupil Personnel Records

In Table XIX relating to the role of the superintendent in keeping personnel records, 39 per cent of the respondents indicated that the superintendent should perform the task independently of board direction. However, 28 per cent of the respondents saw the task one for which he should have no responsibility.

Providing for the Safety of Pupils

Only seven per cent of respondents considered that the superintendent should perform the task of providing for the safety of pupils independently of board direction. Table XX shows that 47 per cent of respondents considered he should act in an advisory capacity to the board. However, 27 per cent of the respondents were of the opinion that the superintendent should have no responsibility for the task.

Dealing with Cases of Suspension and Expulsion

In Table XXI slightly more than half of the respondents, 53 per cent, considered that the superintendent should be responsible for

TABLE XVIII

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING STUDENTS WITH INFORMATION ABOUT FUTURE JOB AND EDUCATIONAL OPPORTUNITIES

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	18	34	9	17	15	28	11	21	0	53
Members Sch. Boards	92	42	41	19	40	18	44	20	3	217
Inexperienced	32	43	13	18	14	19	15	20	1	74
Experienced	78	40	37	19	41	21	40	20	2	196
Prof. and Managerial	51	38	30	22	22	16	33	24	0	136
All Others	59	44	20	15	33	25	22	16	3	134
Total Respondents	110	41	50	19	55	20	55	20	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XIX

COMPARISON OF REPLIES FOR THE TASK OF KEEPING PUPIL PERSONNEL RECORDS (CENSUS, PROMOTION RESULTS, SPECIAL PROBLEMS)

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	15	28	10	19	12	23	16	30	0	53
Members Sch. Boards	89	41	37	17	29	13	60	28	5	215
Inexperienced	30	41	14	19	10	14	20	27	1	74
Experienced	74	38	33	17	31	16	56	29	4	194
Prof. and Managerial	50	37	27	20	19	14	40	29	0	136
All Others	54	41	20	15	22	17	36	27	5	132
Total Respondents	104	39	47	18	41	15	76	28	5	268

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XX

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING FOR THE SAFETY OF PUPILS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	8	15	8	15	26	49	11	21	0	53
Members Sch. Boards	11	5	44	20	102	47	62	28	1	219
Inexperienced	5	7	15	20	33	45	21	28	1	74
Experienced	14	7	37	19	95	48	52	26	0	198
Prof. and Managerial	11	8	24	18	62	46	39	29	0	136
All Others	8	6	28	21	66	49	34	25	1	136
Total Respondents	19	7	52	19	128	47	73	27	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXI

COMPARISON OF REPLIES FOR THE TASK OF DEALING WITH CASES OF SUSPENSION, EXPULSION, IRREGULAR ATTENDANCE AND OTHER SPECIAL PROBLEMS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	5	9	31	58	17	32	0	0	0	53
Members Sch. Boards	22	10	112	51	77	35	8	4	1	219
Inexperienced	7	10	38	51	26	35	3	4	1	74
Experienced	20	10	105	53	68	34	5	3	0	198
Prof. and Managerial	12	9	75	56	43	32	5	4	1	135
All Others	15	11	68	50	51	37	3	2	0	137
Total Respondents	27	10	143	53	94	35	8	3	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight ategories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

dealing with cases of suspension and expulsion under the direction of the board. The expectancy of 35 per cent of respondents was that he should act in an advisory capacity to the board.

Discussion

The expectancies of respondents, for tasks directly related to the classroom setting and pupil personnel, were largely that they should be performed by the superintendent independently of board direction. These tasks were:

1. Planning and organizing for beginning pupils
2. Developing procedures for estimating how well pupils are doing in school
3. Providing pupils with future job information
4. Keeping pupil personnel records.

When the task concerned problem pupils, stress was placed upon the superintendent acting under the direction of the board, but when the tasks were related to the provision of recreational facilities and pupil safety the role of the superintendent was to be an advisory one. For the administrative task of organizing pupil transportation services, it was the expectancy of 86 per cent of respondents, that he should act either as an advisor or have no responsibility.

In the Alberta study, Finlay found a comparable situation.[7]

It is interesting to speculate about the reasons underlying the expectancies for the task of organizing pupil transportation services. The superintendent is actively involved with transportation services at

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[7] Finlay, _op_. _cit_., pp. 31-51.

the times when attendance areas are established and when bus schedules are prepared. The accuracy of data concerning routes and pupils conveyed must be certified by the superintendent before a board submits applications to the Department of Education for grants towards meeting the cost of the service. These circumstances seem to imply that a role of acting under the direction of the board would have been emphasized. However, the actual responses might be considered to suggest that administration of this service might be the responsibility of a business agent or of a person concerned with operational problems in the transportation of pupils.

The investigator surmises that, in the administrative area of Pupil Personnel, the respondents do not visualize some tasks as a part of educational administration. For this reason they have removed the superintendent from responsibilities for the performance of tasks other than those directly, and by custom, thought to be part of the instructional programme.

IV. PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

The administrative area of Provision and Maintenance of School Facilities was made up of the following tasks:

1. Estimating the building needs of the school district
2. Selecting school sites
3. Recommending an architect to the board
4. Making certain in preliminary planning that there is adequate provision for educational needs
5. Developing an efficient programme of plant operation

6. Developing an efficient programme of maintenance
7. Establishing procedures for the storage, distribution, inventory, maintenance, and care of supplies and equipment
8. Providing the board with information for the formulation of policy governing the use of school facilities by the public
9. Administering the text-book rental plan
10. Handling the requests of principals for materials and equipment.

Estimating Building Needs

The expectancy of 92 per cent of the respondents as shown in Table XXII was that the superintendent should work with the board in estimating the building needs of the school district. The role of the superintendent was considered an advisory one by 59 per cent of the respondents and as working under the direction of the board by 33 per cent.

Selecting Suitable School Sites

The expectancy of 64 per cent of respondents, as shown in Table XXIII, was that for the task of selecting a suitable school site the superintendent should act in an advisory capacity. It was reported that 72 per cent of the chairmen had such an expectancy. Nevertheless, 20 per cent of the total respondents considered that the superintendent should have no responsibility for this task.

Recommending an Architect

Table XXIV is concerned with the expectancies of trustees for the task of recommending an architect to the board. Respondents to the

TABLE XXII

COMPARISON OF REPLIES FOR THE TASK OF ESTIMATING THE BUILDING NEEDS OF THE SCHOOL DISTRICT

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	1	2	22	42	30	57	0	0	0	53
Members Sch. Boards	11	5	69	31	131	60	9	4	0	220
Inexperienced	2	3	23	30	47	63	3	4	0	75
Experienced	10	5	68	34	114	58	6	3	0	198
Prof. and Managerial	4	3	44	32	84	62	4	3	0	136
All Others	8	6	47	34	77	56	5	4	0	137
Total Respondents	12	4	91	33	161	59	9	3	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXIII

COMPARISON OF REPLIES FOR THE TASK OF SELECTING SUITABLE SCHOOL SITES

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	8	15	38	72	7	13	0	53
Members Sch. Boards	3	1	31	14	137	63	48	22	1	219
Inexperienced	1	1	10	14	51	69	12	16	1	74
Experienced	2	1	29	15	124	63	43	22	0	198
Prof. and Managerial	2	1	19	14	89	65	26	19	0	136
All Others	1	1	20	15	86	63	29	21	1	136
Total Respondents	3	1	39	14	175	64	55	20	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXIV

COMPARISON OF REPLIES FOR THE TASK OF RECOMMENDING AN ARCHITECT TO THE BOARD

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	4	8	25	47	24	45	0	53
Members Sch. Boards	2	1	13	6	92	42	111	51	2	218
Inexperienced	0	0	5	7	34	46	35	47	1	74
Experienced	2	1	12	6	83	42	100	51	1	197
Prof. and Managerial	0	0	7	5	62	46	66	49	1	135
All Others	2	1	10	7	55	40	69	51	1	136
Total Respondents	2	1	17	6	117	43	135	50	2	271

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

number of 135, or 50 per cent, indicated that the superintendent should have no responsibility for the task whereas an advisory capacity was indicated by 43 per cent of the respondents.

Preliminary Planning for Educational Needs

The expectancy of 49 per cent of respondents, as shown in Table XXV, was that the superintendent should have an advisory role in making certain in preliminary planning that there is adequate provision for educational needs. It was reported by a further 30 per cent that he should perform the task under the direction of the board while 21 per cent indicated he should act independently of board direction.

Developing an Efficient Programme of Plant Operation

Table XXVI shows that not one of the four possible roles had a majority of responses. A role of no responsibility for the superintendent was indicated by 38 per cent of the respondents and the same percentage thought he should act in an advisory capacity. Almost one-fifth, 19 per cent, indicated that the superintendent should act under direction of the board and only five per cent reported that he should act independently of board direction.

Developing an Efficient Programme of Maintenance

The expectancy of 62 per cent of the respondents as set forth in Table XXVII, was that the task of developing an efficient programme of maintenance was one for which the superintendent should have no responsibility.

Between the inexperienced and experienced trustees, a significant

TABLE XXV

COMPARISON OF REPLIES FOR THE TASK OF MAKING CERTAIN IN PRELIMINARY PLANNING THAT THERE IS ADEQUATE PROVISION FOR EDUCATIONAL NEEDS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	9	17	18	34	26	49	0	0	0	53
Members Sch. Boards	47	22	62	28	108	50	1	0	2	218
Inexperienced	19	25	21	28	34	45	1	1	0	75
Experienced	37	19	59	30	100	51	0	0	2	196
Prof. and Managerial	23	17	42	31	70	52	0	0	1	135
All Others	33	24	38	28	64	47	1	1	1	136
Total Respondents	56	21	80	30	134	49	1	0	2	271

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents.

TABLE XXVI

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING AN EFFICIENT PROGRAMME OF PLANT OPERATION

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	1	2	10	19	21	40	21	40	0	53
Members Sch. Boards	13	6	41	19	81	38	80	37	5	215
Inexperienced	5	7	13	18	31	42	24	33	2	73
Experienced	9	5	38	19	71	36	77	39	3	195
Prof. and Managerial	3	2	22	16	53	40	56	42	2	134
All Others	11	8	29	22	49	37	45	34	3	134
Total Respondents	14	5	51	19	102	38	101	38	5	268

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for uspervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of singificance was found between the expectancies of the two groups of respondents compared.

TABLE XXVII

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING AN EFFICIENT PROGRAMME OF MAINTENANCE

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	5	9	11	21	37	70	0	53
Members Sch. Boards	5	2	22	10	59	27	131	60	3	217
Inexperienced	4	6	4	6	18	25	46	64	3	72*.05
Experienced	1	1	23	12	52	26	122	62	0	198
Prof. and Managerial	1	1	13	10	26	19	95	70	1	135*.01
All Others	4	3	14	10	44	33	73	54	2	135
Total Respondents	5	2	27	10	70	26	168	62	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

difference in expectancies was shown. Both categories of respondents indicated the task was one for which the superintendent should have no responsibility. There was a different emphasis in roles. The inexperienced trustees indicated preference for the role of the superintendent acting independently while the experienced trustees favored him acting under the direction of the board.

There was a significant difference between the professional-managerial category and the "all others" category. A role of no responsibility for the superintendent was favored by 70 per cent of the professional-managerial category and 54 per cent of the "all others" category. In contrast, 19 per cent of professional-managerial respondents and 33 per cent of the "all others" category indicated that the superintendent should have an advisory role.

Establishing Procedures with Respect to Supplies and Equipment

In Table XXVIII the expectancy of 59 per cent of the respondents was that the superintendent should have no responsibility for the performance of the task. The expectancy of 32 per cent of respondents was that he should act in an advisory capacity to the board.

Formulating Policy with Respect to Public Use of School Facilities

The expectancy of 60 per cent of the total respondents in Table XXIX was that the superintendent should act in an advisory capacity. In one of the paired groups, 72 per cent of the chairmen, as contrasted with 58 per cent of the board members, indicated a like opinion.

A significant degree of difference was found between the responses of the inexperienced and experienced trustees. The greatest percentage

TABLE XXVIII

COMPARISON OF REPLIES FOR THE TASK OF ESTABLISHING PROCEDURES FOR THE STORAGE, DISTRIBUTION, INVENTORY, MAINTENANCE AND CARE OF SUPPLIES AND EQUIPMENT

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	2	4	2	4	19	36	30	57	0	53
Members Sch. Boards	8	4	14	6	68	31	130	59	0	220
Inexperienced	5	7	6	8	27	36	37	49	0	75
Experienced	5	3	10	5	60	30	123	62	0	198
Prof. and Managerial	5	4	8	6	42	31	81	60	0	136
All Others	5	4	8	6	45	33	79	58	0	137
Total Respondents	10	4	16	6	87	32	160	59	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXIX

COMPARISON OF REPLIES FOR THE TASK OF PROVIDING THE BOARD WITH INFORMATION FOR THE FORMULATION OF POLICY GOVERNING THE USE OF SCHOOL FACILITIES BY THE PUBLIC

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen, Sch. Boards	2	4	6	11	38	72	7	13	0	53
Members Sch. Boards	11	5	31	14	126	58	51	23	1	219
Inexperienced	7	9	12	16	35	47	20	27	1	74^{*}.05
Experienced	6	3	25	13	129	65	38	19	0	198
Prof. and Managerial	6	4	18	13	82	61	29	22	1	135
All Others	7	5	19	14	82	60	29	21	0	137
Total Respondents	13	5	37	14	164	60	58	21	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

of responses by both categories indicated that the superintendent should act in an advisory capacity. However, the experienced trustees placed much greater emphasis on this role than did the inexperienced.

Administering the Text-Book Rental Plan

The expectancy of 44 per cent of the respondents, as shown in Table XXX, was that the superintendent should have no responsibility for the task. That the superintendent's role should be of an advisory nature was the expectancy of 24 per cent of the total respondents.

Handling Requests of Principals

In Table XXXI only seven per cent of the respondents indicated that the superintendent should act independently of board direction. The greatest percentage of expectancies was that he should act in an advisory capacity, 40 per cent, but 30 per cent considered he should have no responsibility for its performance.

A significant difference was shown between the responses of the inexperienced and experienced trustees. Both groups showed a preference for the superintendent acting in an advisory capacity. However, the inexperienced trustees placed greater emphasis upon two roles: acting under direction of the board and acting independently of such direction.

Discussion

The administrative area of the Provision and Maintenance of School Facilities included ten tasks. For the following, the role of the superintendent was to act in an advisory capacity:

1. Estimating the building needs of the school district

TABLE XXX

COMPARISON OF REPLIES FOR THE TASK OF ADMINISTERING THE TEXT-BOOK PLAN

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	9	17	8	15	10	19	26	49	0	53
Members Sch. Boards	32	15	36	17	56	26	93	43	3	217
Inexperienced	15	21	15	21	14	19	29	40	2	73
Experienced	26	13	29	15	52	26	90	46	1	197
Prof. and Managerial	21	16	24	18	27	20	63	47	1	135
All Others	20	15	20	15	39	29	56	41	2	135
Total Respondents	41	15	44	16	66	24	119	44	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXXI

COMPARISON OF REPLIES FOR THE TASK OF HANDLING REQUESTS OF PRINCIPALS FOR MATERIALS AND EQUIPMENT

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	3	6	14	26	22	42	14	26	0	53
Members Sch. Boards	17	8	48	22	85	39	66	31	4	216
Inexperienced	11	15	18	25	24	33	20	27	2	73*.05
Experienced	9	5	44	22	83	42	60	31	2	196
Prof. and Managerial	13	10	34	25	50	37	38	28	1	135
All Others	7	5	28	21	57	43	42	31	3	134
Total Respondents	20	7	62	23	107	40	80	30	4	269

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

2. Selecting suitable school sites
3. Making certain in preliminary planning that there is adequate provision for educational needs
4. Providing the board with information for the formulation of policy governing the use of school facilities by the public
5. Handling the requests of principals for materials and equipment.

The respondents were equally divided between the expectancies that the superintendent should have an advisory role or one of no responsibility for developing an efficient programme of plant operation.

For four of the ten tasks the expectancies of most respondents were that the duties should not be considered responsibilities of the superintendent. These tasks were:

1. Recommending an architect to the board
2. Developing an efficient programme of maintenance
3. Establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and equipment
4. Administering the text-book rental plan.

In Alberta, as shown by the Finlay study, quite a different role was indicated for the superintendent to that found in British Columbia.[8]

Emphasis in Alberta was placed upon the advisory role of the superintendent. It should be mentioned that the task of administering the text-book rental plan has quite different connotations in each province so the responses were not comparable.

A review of the roles assigned to the superintendent in British

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[8] *Ibid.*, pp. 54-68.

Columbia for the area of Provision and Maintenance of School Facilities shows that he was expected to be an advisor or have no responsibility. He was assigned a minor role in an important area of administration of a school district. This appears to reflect the trustees retention of their tranditional role in school administration. It also seems to perpetuate the role of the Inspector of Schools rather than recognize the different role of a District Superintendent.

V. SCHOOL FINANCE

The administrative area of School Finance was divided into five tasks:

1. Budgeting for school operation
2. Preparing specifications for the purchase of supplies and equipment
3. Keeping the board informed regarding teacher salary trends
4. Participating in salary negotiations
5. Making surveys with respect to equitable pay scales for other employees of the school district.

Budgeting for School Operations

The expectancy of 65 per cent of respondents was that the superintendent should act in an advisory capacity. In Table XXXII it is further indicated by 17 per cent of respondents that budgeting for school operations was not his responsibility. An equal percentage indicated he should perform the task under the direction of the board. It is also shown that 72 per cent of the chairmen considered the role of the superintendent to be an advisory one.

TABLE XXXII

COMPARISON OF REPLIES FOR THE TASK OF BUDGETING FOR SCHOOL OPERATIONS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	10	19	38	72	5	9	0	53
Members Sch. Boards	4	2	36	16	138	63	41	19	1	219
Inexperienced	2	3	12	16	44	59	17	23	0	75
Experienced	2	1	34	17	132	67	29	15	1	197
Prof. and Managerial	2	1	24	18	90	66	20	15	0	136
All Others	2	1	22	16	86	63	26	19	1	136
Total Respondents	4	1	46	17	176	65	46	17	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

Preparing Specifications for the Purchase of Supplies and Equipment

It is reported in Table XXXIII that the expectancy of most respondents in any one class of replies, 46 per cent, was that the superintendent should have an advisory role for preparing specifications for the purchase of supplies and equipment. However, 31 per cent saw it as a task for which he should have no responsibility and 21 per cent that he should be responsible for performance of the task under the direction of the board.

Keeping the Board Informed on Teacher Salary Trends

In Table XXXIV the greatest single expectancy of total respondents, 42 per cent, was that the task should be performed by the superintendent in an advisory role. However, 13 per cent saw the task as being performed under direction of the board and 33 per cent indicated that the superintendent should have no responsibility for the task.

In the paired groups of chairmen and members there was a significant difference with the chairmen favoring a role of no responsibility for the superintendent while the members of the board indicated he should act in an advisory capacity.

A significant difference also existed between the paired groups of inexperienced and experienced trustees. There was a 22 per cent expectancy by inexperienced trustees that the task should be performed independently of board direction and 15 per cent expected that the superintendent should have no responsibility. This contrasted sharply with the expectancies of experienced trustees for such performance, respectively nine per cent and 39 per cent.

TABLE XXXIII

COMPARISON OF REPLIES FOR THE TASK OF PREPARING SPECIFICATIONS FOR THE PURCHASE OF SUPPLIES AND EQUIPMENT

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	1	2	12	23	20	38	20	38	0	53
Members Sch. Boards	5	2	46	21	103	47	63	29	3	217
Inexperienced	3	4	19	26	34	46	18	24	1	74
Experienced	3	2	39	20	89	45	65	33	2	196
Prof. and Managerial	4	3	30	22	57	43	43	32	2	134
All Others	2	1	28	21	66	49	40	29	1	136
Total Respondents	6	2	58	21	123	46	83	31	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXXIV

COMPARISON OF REPLIES FOR THE TASK OF KEEPING THE BOARD INFORMED REGARDING TEACHER SALARY TRENDS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	1	2	6	12	20	38	25	48	1	52
Members Sch. Boards	32	15	29	13	94	43	63	29	2	218*.02
Inexperienced	16	22	12	16	35	47	11	15	1	74
Experienced	17	9	23	12	79	40	77	39	2	196*.001
Prof. and Managerial	14	10	15	11	58	43	48	36	1	135
All Others	19	14	20	15	56	41	40	30	2	135
Total Respondents	33	12	35	13	114	42	88	33	3	270

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

Participation in Salary Negotiations

In Table XXV it was indicated by 63 per cent of the respondents that the superintendent should have no responsibility for participating in salary negotiations. A further 30 per cent indicated he should have an advisory role. However, 70 per cent of the chairmen and 69 per cent of experienced trustees indicated he should have no responsibility for performance of the task.

Between the paired groups, inexperienced and experienced trustees, there was a significant difference in expectancies. The experienced trustees strongly indicated that the task was not a responsibility for the superintendent, while the inexperienced trustees were divided as to whether he should act as an advisor or have no responsibility for the task.

Making Surveys for Equitable Pay Scales for Other Employees

In Table XXXVI the respondents strongly indicated, 73 per cent of expectancies, that the superintendent should have no responsibility for the performance of this task.

Between the paired groups of inexperienced and experienced trustees there was a significance difference. The inexperienced trustees indicated, more strongly than the experienced, that the superintendent should act in an advisory capacity. However, in both categories, the greatest expectancies were that the superintendent should have no responsibility for the performance of the task.

Discussion

Five tasks constituted the administrative area of School Finance.

TABLE XXXV

COMPARISON OF REPLIES FOR THE TASK OF PARTICIPATING IN SALARY NEGOTIATIONS

Groups Compared	Expectancies for Superintendent's Role: Independent Action Number	Independent Action Per Cent	Board Direction Number	Board Direction Per Cent	Advisory Capacity Number	Advisory Capacity Per Cent	No Responsibility Number	No Responsibility Per Cent	No Report	Total
Chairmen Sch. Boards	1	2	1	2	14	26	37	70	0	53
Members Sch. Boards	5	2	12	6	68	31	133	61	2	218
Inexperienced	3	4	6	8	30	41	34	47	2	73
Experienced	3	2	7	4	52	26	136	69	0	198*.01
Prof. and Managerial	3	2	6	4	40	30	86	64	1	135
All Others	3	2	7	5	42	31	84	62	1	136
Total Respondents	6	2	13	5	82	30	170	63	2	271

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXXVI

COMPARISON OF REPLIES FOR THE TASK OF MAKING SURVEYS WITH RESPECT TO EQUITABLE PAY SCALES FOR OTHER EMPLOYEES OF THE SCHOOL DISTRICT

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	0	0	4	8	11	21	38	72	0	53
Members Sch. Boards	6	3	21	10	33	15	160	73	0	220
Inexperienced	4	5	6	8	18	24	47	63	0	75
Experienced	2	1	19	10	26	13	151	76	0	198* .02
Prof. and Managerial	2	1	12	9	18	13	104	76	0	136
All Others	4	3	13	9	26	19	94	69	0	137
Total Respondents	6	2	25	9	44	16	198	73	0	273

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

With the exception of responsibility for keeping the board informed regarding teacher salary trends, only a negligible percentage of respondents indicated any of the tasks should be performed by the superintendent independently of board direction.

The superintendent, as the educational leader in the school district, should be vitally concerned with aiding in the preparation of the school budget. More than half of the respondents indicated he should have an advisory role. However, it puzzled the writer to find that 17 per cent of respondents indicated that the superintendent should not be involved in such a task and an equal percentage showed he should act under board direction.

In the tasks concerned with supplies and equipment, as well as information involving teacher salary trends the weight of total opinion was that the superintendent had an advisory role which tended towards one of no responsibility.

In both of the tasks related to salary negotiations and surveys for pay scales for other employees, the expectancies of respondents were that the superintendent should have no responsibility for such tasks.

The greatest percentage of respondents in the Finlay study[9] indicated that the superintendent should have an advisory role for each task. This held true except for the task of making surveys for equitable pay scales for other employees where the expectancy was that the task was not the superintendent's responsibility.

As the area of School Finance may be considered an expression of

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[9] Ibid., pp. 71-77.

the philosophy underlying an educational programme it is of interest, in the absence of supporting data, to understand why the respondents tended to assign an apparently minor role to the superintendent for a major administrative function. In the total picture of educational finance, it seems that the respondents viewed the superintendent as a provincial government official who would consider that the policies of the Department of Education, rather than those of the school district, should be supported if a conflict of interest should arise. It might be that some respondents wished to have school district funds raised and expended in a manner that would express their points of view rather than be aided by a professional educator.

In questions related to salary negotiations a superintendent should be knowledgeable. However, only slightly more than a third of the total respondents indicated he should have responsibility for such a task. It might be surmised that the superintendent had been unwilling to be involved in salary negotiations notwithstanding their ultimate effect on the kind of teacher attracted to the superintendency and their indirect influence on the instructional programme. A different point of view would be that involvement in salary negotiation might be detrimental to the leadership role of the superintendent. Finally, it seems that the experience of the respondents in School Finance might have indicated that superintendents had not demonstrated adequate competency in this administrative area. Such a condition might have caused the respondents to rely on their own experience or on information obtained from other people who may or may not be employed by the board.

VI. ADMINISTRATIVE ORGANIZATION AND STRUCTURE

Four tasks were considered under the role of the superintendent for Administrative Organization and Structure. They were:

1. Developing long-range plans for the orderly growth and improvement of the school system.
2. Planning and organizing school centralization.
3. Planning the administrative organization within the school.
4. Organizing of local groups or committees for participation in educational planning and activities.

Developing Long-Range Plans

In Table XXXVII the respondents indicated that the superintendent should be responsible for the performance of developing long-range plans for the orderly growth and improvement of the school system. The strongest expression of expectancy, 41 per cent, favored the role of action under direction of the board. A further 35 per cent was the role as an advisory one, while 22 per cent considered he should act independently of board direction.

There was a significant difference between the expectancies of the inexperienced and experienced trustees. Of the inexperienced trustees, 32 per cent gave emphasis to the superintendent acting in an independent role whereas 45 per cent of the experienced trustees stressed the role of responsibility for performance of the task under the direction of the board.

TABLE XXXVII

COMPARISON OF REPLIES FOR THE TASK OF DEVELOPING LONG-RANGE PLANS FOR THE ORDERLY GROWTH AND IMPROVEMENT OF THE SCHOOL SYSTEM

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	7	13	26	49	19	36	1	2	0	53
Members Sch. Boards	54	25	85	39	77	35	3	1	1	219
Inexperienced	24	32	23	31	26	35	2	3	0	75
Experienced	37	19	88	45	70	36	2	1	1	197*.05
Prof. and Managerial	25	18	55	40	54	40	2	1	0	136
All Others	36	26	56	41	42	31	2	1	1	136
Total Respondents	61	22	111	41	96	35	4	1	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

Planning and Organizing School Centralization

The expectancies of the total respondents, as set forth in Table XXXVIII, were about equally divided between two roles. Action of the superintendent under board direction was favored by 46 per cent while 43 per cent thought that he should act in an advisory capacity.

The chairmen and professional-managerial categories both indicated by 50 per cent or more that the task should be performed under the direction of the board.

Planning the Administrative Organization

Almost half, 45 per cent, of the total respondents, as shown in Table XXXIX, indicated that the superintendent should have an advisory role for this task. However, 34 per cent indicated that planning the administrative organization was a task that he should perform under board direction. It was quite evident that the majority of respondents considered the superintendent should work with the board in this task.

Organizing Local Groups or Committees

The expectancy of total respondents in Table XL was similar to that shown in Table XXXIX in that 45 per cent indicated that the superintendent should act in an advisory capacity. Two other expectancies for the task in Table XL differed in their emphasis. Almost equal percentages of respondents indicated a role of action under board direction or one of no responsibility.

There was a significant difference between the professional-managerial and the "all others" categories. The categories differed in the direction of their emphasis. The professional-managerial category

TABLE XXXVIII

COMPARISON OF REPLIES FOR THE TASK OF PLANNING AND ORGANIZING SCHOOL CENTRALIZATIONS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	2	4	26	50	22	42	2	4	1	52
Members Sch. Boards	19	9	96	45	94	44	6	3	5	215
Inexperienced	7	10	26	36	37	51	2	3	3	72
Experienced	14	7	96	49	79	41	6	3	3	195
Prof. and Managerial	9	7	68	52	51	39	4	3	4	132
All Others	12	9	54	40	65	48	4	3	2	135
Total Respondents	21	8	122	46	116	43	8	3	6	267

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XXXIX

COMPARISON OF REPLIES FOR THE TASK OF PLANNING THE ADMINISTRATIVE ORGANIZATION WITHIN THE SCHOOL DISTRICT

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	3	6	23	43	22	42	5	9	0	53
Members Sch. Boards	22	10	68	31	100	46	28	13	2	218
Inexperienced	11	15	23	31	28	38	12	16	1	74
Experienced	14	7	68	35	94	48	21	11	1	197
Prof. and Managerial	7	5	46	34	65	48	17	13	1	135
All Others	18	13	45	33	57	42	16	12	1	136
Total Respondents	25	9	91	34	122	45	33	12	2	271

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recroded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XL

COMPARISON OF REPLIES FOR THE TASK OF ORGANIZING OF LOCAL GROUPS OR COMMITTEES FOR PARTICIPATION IN EDUCATIONAL PLANNING AND ACTIVITIES

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	1	2	14	27	26	50	11	21	1	52
Members Sch. Boards	21	10	46	21	94	44	54	25	5	215
Inexperienced	10	13	15	20	28	37	22	29	0	75
Experienced	12	6	45	23	92	48	43	22	6	192
Prof. and Managerial	6	5	35	26	65	49	27	20	3	133*.05
All Others	16	11	25	19	55	41	38	28	3	134
Total Respondents	22	8	60	23	120	45	65	24	6	267

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

more strongly indicated that the superintendent should work with the board either directly or in an advisory capacity. The "all others" category indicated that he should work in an advisory capacity or have no responsibility for the task.

Discussion

In the four tasks which made up the area of Administrative Organization and Structure, not one of the possible roles for the superintendent received half of the responses. The dominant expectancy was that the superintendent should work with the board, either in an advisory role or under its direction. However, the task of developing long-range plans showed that 22 per cent of respondents thought the superintendent should work independently of board direction. Analysis of responses for organizing local groups or committees showed that 45 per cent indicated an advisory role and a considerable emphasis, 24 per cent, was placed upon a role of no responsibility for this task.

Examination of the total responses in the Finlay study[10] revealed that the respondents in Alberta had indicated that the superintendent should work with the board but chiefly in an advisory capacity. However, for three tasks, slightly greater emphasis was given to the superintendent acting independently of board direction.

In the British Columbia study, it seems to the investigator that the respondents were confident that the superintendent was well-informed about the various tasks in this area. Further, his knowledge

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[10] Ibid., pp. 79-84.

as an official of the Department of Education and ready access to specialized information would seem to make him an important resource person.

VII. PUBLIC RELATIONS

The administrative area of Public Relations was considered to consist of five tasks, namely:

1. Explaining to the public what we are trying to do in the schools.
2. Interpreting school board policy to the public.
3. Interpreting provincial acts and regulations to the board and public (grant regulations, etc.).
4. Giving active support to worthy community efforts.
5. Maintaining good relations with the local press.

Explaining to the Public What We are Trying to do in the Schools

The expectancies of the total respondents shown in Table XLI clearly indicated that the superintendent should have a positive role for this task in Public Relations. The expectancy of 43 per cent of the respondents was that the superintendent should act under board direction while 36 per cent expressed the opinion that he should act independently of board direction.

There was a significant difference between the responses of two of the three paired groups. Between chairmen and board members, 60 per cent of the chairmen, in contrast with 38 per cent of the members, indicated that the task should be performed under direction of the board. Only 21 per cent of the chairmen, compared with 40 per cent of board members indicated that the task should be performed by the superintendent

TABLE XLI

COMPARISON OF REPLIES FOR THE TASK OF EXPLAINING TO THE PUBLIC WHAT WE ARE TRYING TO DO IN THE SCHOOLS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	11	21	32	60	9	17	1	2	0	53*.02
Members Sch. Boards	88	40	84	38	35	16	12	6	1	219
Inexperienced	27	36	29	39	14	19	5	7	0	75
Experienced	72	37	87	44	30	15	8	4	1	197
Prof. and Managerial	39	29	66	49	22	16	9	7	0	136*.05
All Others	60	44	50	37	22	16	4	3	1	136
Total Respondents	99	36	116	43	44	16	13	5	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

independently of direction by the board.

Between the professional-managerial category and the "all others" category, although there were differences in the percentages of responses, the views were similar to those expressed by the chairmen and board members respectively. Appendix F shows that most chairmen were also of the professional-managerial category.

Interpreting School Board Policy to the Public

The greatest expectancy, indicated by 39 per cent of all respondents, was that this task should be performed by the superintendent under the direction of the board. A role of acting independently of board direction was indicated by 18 per cent of respondents while an equal percentage indicated that he should act in an advisory capacity. As shown in Table XLII it was the expectancy of 25 per cent of the respondents that the superintendent should have no responsibility. However, the dominant opinion was that he should work closely with the board.

Interpreting Provincial Acts and Regulations

The highest percentage of responses shown in Table XLIII indicated that the task should be a responsibility of the superintendent acting independently of board direction. However, the 38 per cent of the respondents with such an expectancy was only slightly greater than the 32 per cent who expected that the superintendent should have an advisory role. Responsibility for the performance of the task under board direction was indicated by 26 per cent of respondents.

TABLE XLII

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING SCHOOL BOARD POLICY TO THE PUBLIC

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	10	19	20	38	10	19	12	23	1	52
Members Sch. Boards	38	18	86	40	38	18	55	25	3	217
Inexperienced	10	14	29	40	10	14	24	33	2	73
Experienced	38	19	77	39	38	19	43	22	2	196
Prof. and Managerial	19	14	57	42	24	18	36	26	0	136
All Others	29	22	49	37	24	18	31	23	4	133
Total Respondents	48	18	106	39	48	18	67	25	4	269

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XLIII

COMPARISON OF REPLIES FOR THE TASK OF INTERPRETING PROVINCIAL ACTS AND REGULATIONS TO THE BOARD AND PUBLIC (GRANT REGULATIONS, ETC.)

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	21	40	15	28	15	28	2	4	0	53
Members Sch. Boards	82	37	55	25	73	33	9	4	1	219
Inexperienced	26	35	22	29	21	28	6	8	0	75
Experienced	77	39	48	24	67	34	5	3	1	197
Prof. and Managerial	48	35	43	32	40	29	5	4	0	136
All Others	55	40	27	20	48	35	6	4	1	136
Total Respondents	103	38	70	26	88	32	11	4	1	272

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

Giving Active Support to Worthy Community Affairs

In Table XLIV the respondents did not give a majority of their expectancies to any one role. Acting independently of board direction was favored by 39 per cent while 31 per cent indicated that the superintendent should have no responsibility for the task. It was indicated by 16 per cent that the task should be an advisory one and by 13 per cent that the superintendent whould act under board direction.

There was a significant difference in expectancies between the inexperienced and experienced trustees. The inexperienced trustees indicated that the superintendent should have no responsibility for the task whereas the greatest expectancy of the experienced trustees was that it should be performed by the superintendent independently of board direction.

It was observed that, of the 273 trustees, all chairmen indicated their expectancies for this task but twelve members did not express an opinion.

Maintaining Good Relations with the Local Press

In Table XLV there was no majority opinion in favor of one role for the superintendent. His responsibility was for active involvement in the task as 39 per cent of respondents indicated he should perform the duty independently of board direction and 22 per cent that he should be responsible for the task under the direction of the board.

Discussion

Public Relations was an administrative area which included five tasks for which all of the respondents did not indicate a majority of

TABLE XLIV

COMPARISON OF REPLIES FOR THE TASK OF GIVING ACTIVE SUPPORT TO WORTHY COMMUNITY EFFORTS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	21	40	6	11	12	23	14	26	0	53
Members Sch. Boards	81	39	29	14	31	15	67	32	12	208
Inexperienced	18	25	13	18	6	8	34	48	4	71*.001
Experienced	84	44	22	12	37	19	47	25	8	190
Prof. and Managerial	55	41	19	14	21	16	38	29	3	133
All Others	47	37	16	12	22	17	43	34	9	128
Total Respondents	102	39	35	13	43	16	81	31	12	261

Explanation: Respondent groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

TABLE XLV

COMPARISON OF REPLIES FOR THE TASK OF MAINTAINING GOOD RELATIONS WITH THE LOCAL PRESS

Groups Compared	Expectancies for Superintendent's Role									
	Independent Action		Board Direction		Advisory Capacity		No Responsibility		No Report	Total
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Chairmen Sch. Boards	16	31	14	27	11	21	11	21	1	52
Members Sch. Boards	88	41	45	21	40	18	43	20	4	216
Inexperienced	26	36	23	31	10	14	14	19	2	73
Experienced	78	40	36	18	41	21	40	21	3	195
Prof. and Managerial	52	39	29	22	23	17	30	22	2	134
All Others	52	39	30	22	28	21	24	18	3	134
Total Respondents	104	39	59	22	51	19	54	20	5	268

Explanation: Respondent Groups are compared as to the numbers and percentages which indicate each of the four expectancies for supervisory action in regard to the above supervisory task. Expectancies of the total respondent group are recorded at the bottom of the table. Professional and Managerial categories were combined for comparison with the total of all the other eight categories.

An asterisk at the right of any column indicates that a difference at the .05 level of significance was found between the expectancies of the two groups of respondents compared.

expectancies for any one of the possible roles of the superintendent. The greatest expectancy was that the superintendent should be responsible, under direction of the board, for the performance of tasks concerned with the interpretation of local or district situations. When the tasks involved broader aspects of public relations the respondents expected that the superintendent should perform the tasks independently of board direction.

In the Finlay study,[11] the expectancies of the respondents were generally similar to those reported by respondents in British Columbia. However, in Alberta, 52 per cent of the respondents indicated that explaining to the public what we are trying to do in the schools was a task that the superintendent should perform independently of board direction. In the British Columbia study the greatest expectancy, 43 per cent, was that the task should be performed under direction of the board.

It is surmised that in British Columbia the respondents expected the superintendent to be a technical resource person with respect to certain of the tasks of Public Relations. As elected office-holders the respondents seemed to indicate that, being responsible to the electorate, they should state their points of view and make necessary explanations about school board policies.

The experienced trustees were prepared to give to the superintendent a greater role for independent action than were the inexperienced trustees. It would seem that this confidence would have developed as a result of personal relationships and an appreciation of the

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[11] *Ibid.*, pp. 85-93.

superintendent's understanding of the importance of public relations.

VIII. RELATIVE IMPORTANCE OF ADMINISTRATIVE FUNCTIONS

In this part of the questionnaire, from the point of view of a trustee, the seven administrative functions of a superintendent were ranked in order of importance. The smaller the Arabic numeral from one to seven the greater was the importance of the function.

Rankings

Appendix G is made up of seven tables in which the following information is given:

1. The frequencies by which the respondents indicated their preference for the order of importance of administrative functions.
2. The median rank assigned to each administrative function.
3. The rank for each administrative function after a Median Test[12] had been applied.

Table XLVI is a summary showing the rank medians of the seven administrative functions. In every instance Instructional Leadership was ranked the most important function of the superintendent.

Table XLVII is a summary of the ranks assigned to the seven administrative functions after application of a Median Test. The test was applied to determine whether the differences in assigned ranks, shown in the previous table, were significant. When the difference in ranks was not significant, the median of the ranks was assigned.

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[12] Sydney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), p. 111.

TABLE XLVI

RANK MEDIANS FOR THE RESPONDENT GROUPS

Respondents	Administrative Functions* I	II	III	IV	V	VI	VII
Chairmen	1.07	2.36	3.20	5.78	6.06	4.25	5.44
Members	1.24	2.17	3.47	5.59	6.10	4.25	6.50
Inexperienced	1.26	2.15	3.78	5.65	5.92	4.00	5.74
Experienced	1.18	2.25	3.39	5.58	6.13	4.36	5.30
Professional-Managerial	1.15	2.20	3.34	5.52	6.24	4.28	5.50
All Others	1.26	2.25	3.51	5.65	5.87	4.24	5.47
Total Respondents	1.20	2.21	3.08	5.60	6.09	4.25	5.49

*Administrative Functions:

I	Instructional Leadership
II	Selection and Management of Staff
III	Management of Pupil Personnel
IV	Provision and Maintenance of School Facilities
V	School Finance
VI	Administrative Organization and Structure
VII	Public Relations

NOTE: The rank medians listed above were calculated from the statistics contained in the tables appearing in Appendix G.

TABLE XLVII

RANKS ASSIGNED TO ADMINISTRATIVE FUNCTIONS AFTER MEDIAN TEST FOR SIGNIFICANT DIFFERENCES HAD BEEN APPLIED

	Administrative Functions*						
Respondents	I	II	III	IV	V	VI	VII
Chairmen	1	2	3.5	6	6	3.5	6
Members	1	2	3	5	6	4	7
Inexperienced	1	2	3.5	6	6	3.5	6
Experienced	1	2	3	5.5	7	4	5.5
Professional-Managerial	1	2	3	5.5	7	4	5.5
All Others	1	2	3	6	6	4	6
Total Respondents	1	2	3	5.5	7	4	5.5

*Administrative Functions:

I	Instructional Leadership
II	Selection and Management of Staff
III	Management of Pupil Personnel
IV	Provision and Maintenance of School Facilities
V	School Finance
VI	Administrative Organization and Structure
VII	Public Relations

In the category, chairmen of boards, there was no significant difference in ranking two functions, Selection and Management of Staff and Administrative Organization and Structure. Each function was assigned the same rank, 3.5. A similar statistical procedure was followed in the determination of all ranks.

The ranks were next examined to determine the correlation between the paired groups. Correlation coefficients were computed in accordance with the formula given by Garrett.[13] To be significant at the .05 level, the coefficient was required to have a critical value of .754. In each instance, critical values computed were greater than .874, the critical value at the .01 level. A positive degree of correlation existed between the ranks assigned by each paired group.

Table XLVII shows that the superintendent's functions of Instructional Leadership and the Selection and Management of Staff were respectively first and second in order of importance. Only in the members' category were ranks assigned without any function being equated. The chairmen and inexperienced trustees assigned identical ranks to the functions. A different orderof importance, but identical ranks, was indicated by the experienced trustees and the professional-managerial categories. The experienced trustees and the professional-managerial categories ranked School Finance the least important function. However, the respondents in the members' category ranked Public Relations the least important.

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[13] Henry E. Garrett and R. S. W. Woodworth, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1958), p. 143.

Discussion

All respondents ranked the seven administrative areas in order of importance. Instructional Leadership was assigned the first rank. The next three functions in order of importance were:

1. Selection and Management of Staff
2. Management of Pupil Personnel
3. Administrative Organization and Structure.

Lower in order, but equal in rank were two functions:

1. Provision and Maintenance of School Facilities
2. Public Relations.

School Finance was ranked the least important of the superintendent's administrative functions.

The study by Finlay[14] showed a remarkably similar order for the seven functions. The first three administrative areas were ranked in exactly the same order. Provision and Maintenance of School Facilities, Administrative Organization and Structure together with Public Relations were considered of equal rank. As in British Columbia, the administrative area of School Finance was ranked seventh, or least important.

In the British Columbia study, the respondents experienced little difficulty in the assignment of order of importance to those administrative functions associated with the traditional role of the superintendent as an inspector of schools. As the functions were further removed from the instructional programme the respondents seemed less sure of their order of importance. School Finance, a function superficially less directly related to the teaching situation, and historically one

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[14] Finlay, op. cit., p. 96.

not a concern for a provincially appointed superintendent, was ranked as the least important function. However, it was a function about which the respondents might have had the most direct and possibly greatest emotional concern.

CHAPTER IV

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. REVIEW OF THE PROBLEM

In British Columbia during the past twenty years extensive changes have been made in the organization pattern within the Department of Education and in that of school districts. As the result of such changes the duties of the superintendent have been constantly under review. In addition, many individuals and groups, including senior officials of the Department of Education and trustees, have opinions on what should be the responsibilities of a superintendent. These expectations are in reality forces which, indirectly or directly, have an effect upon the administrative behavior of the superintendent. Accordingly, he must be aware of and understand their influence. This study was undertaken to ascertain what individual trustees considered should be the role of a superintendent in school administration.

A questionnaire was sent to all trustees in British Columbia. In it were listed seven administrative areas which might be considered within the responsibility of a superintendent. These were: Instructional Leadership, Selection and Management of Staff Personnel, Pupil Personnel, Provision and Maintenance of School Facilities, School Finance, Administrative Organization and Structure, and Public Relations. Each area of administration was divided into a series of tasks, forty-four in all. The trustees were invited to indicate their expectancies for the role of

the superintendent with respect to each task. Specifically they were asked to select one of four given responses as the most suitable role for the superintendent. These expectancies were:

1. The superintendent should perform this duty independent of board direction.
2. The superintendent should be responsible for the performance of this duty under the direction of the board. He may or may not carry it out himself.
3. The superintendent should act in an advisory capacity.
4. This duty should not be considered a responsibility of the superintendent.

In addition to tabulation and examination of the responses from the total respondents, the replies of three paired groups were analyzed. The paired groups were: chairmen and board members, inexperienced and experienced members, professional-managerial respondents and "all others."

The respondents were requested to indicate the order of importance of seven administrative functions by ranking them from one to seven with the numeral one being the most important and the numeral seven the least important. Median ranks were found for the ranks of the administrative functions as assigned by the total respondents and each of the categories. The median ranks were then analyzed for significant differences and ranks assigned to each function.

II. SUMMARY OF FINDINGS

A. The seven broad areas of school district administration are listed below in the order in which the trustees considered them to be important as administrative functions of the superintendent.

Order	
1	Instructional Leadership
2	Selection and Management of Staff
3	Management of Pupil Personnel
4	Administrative Organization and Structure
5.5	Provision and Maintenance of School Facilities
5.5	Public Relations
7	School Finance

B. The expectancies of all trustees for the administrative roles of the superintendent were as follows:

In the area of Instructional Leadership, the superintendent should be responsible for performing the tasks independently of board direction.

In the area of Selection and Management of Staff Personnel, the superintendent, acting under board direction should be responsible for tasks concerning professional staff. Non-professional staff should not be his responsibility. There were no clear indications for his role for keeping personnel records or promoting the general welfare of the staff.

In the area of Management of Pupil Personnel, the general expectancy for tasks directly related to the instructional programme was for action independent of board direction. It was expected that the

superintendent should act under the direction of the board for the task concerning problem pupils. An advisory role was indicated for the tasks of planning for recreational facilities and providing for the safety of pupils. There was a positive indication that the superintendent should have no responsibility, or act in an advisory capacity, for organizing pupil transportation services.

In the area of Provision and Maintenance of School Facilities, he should act in an advisory capacity or assume no responsibility. The advisory capacity was indicated for five tasks of which three were concerned with estimating school building needs, selection of school sites and ensuring adequate provision for educational needs. The other two tasks involved policy governing use of school facilities and handling requests of principals for materials and equipment. In the task related to plant operation, most expectancies were equally divided between an advisory role and one of no responsibility. For the remaining four tasks, the indication was that the superintendent should have no responsibility for recommending an architect, the programme of maintenance, the care of supplies and equipment, and the text-book rental plan.

In the area of School Finance, the direction of expectancies was towards a role of no responsibility for the superintendent. He was to act as an advisor for the tasks related to budgeting, preparing specifications for purchases, and teacher salary trends. Making surveys for pay scales for other employees and salary negotiations with teachers were not to be his responsibilities.

In the area of Administrative Organization and Structure, the superintendent should work with the board in an advisory capacity or

under its direction.

In the area of Public Relations, the superintendent was expected to be actively responsible for the tasks. He was to act independently when the tasks involved provincial legislation, support of community efforts, and the local press. When the tasks concerned explaining school programmes to the public and explaining board policy, the superintendent was expected to act under direction of the board.

C. It was calculated that the three paired groups had significant differences in their expectancies for the superintendent's role in the performance of thirteen tasks which were in all administrative areas except Pupil Personnel. The differences were in the areas of:

Instructional Leadership. For the task of encouraging teachers to improve their qualifications both chairmen and members stressed independent action for the superintendent but the chairmen placed a greater secondary emphasis upon action under board direction than did the members.

For planning the programme of instruction to be offered by the schools, especially at the high school level, the chairmen emphasized action under direction of the board while the members stressed independent action.

Selection and Management of Staff. In keeping personnel records the chairmen stressed the roles of no responsibility and acting in an advisory capacity whereas, the members' emphasis was upon independent action or having no responsibility. For the same task, experienced trustees indicated a role of no responsibility and the inexperienced indicated action independent of board direction.

Provision and Maintenance of School Facilities. For the task of developing an efficient programme of maintenance, the trustees in the paired groups concurred that the task was not the responsibility of the superintendent. The inexperienced and experienced trustees differed in their minor emphasis upon the roles of independent action or acting under board direction. For the same task the professional-managerial and the "all others" categories differed in their emphasis on the role of an advisory capacity for the superintendent.

The experienced trustees placed much greater emphasis than did the inexperienced on the superintendent acting as an advisor in providing information for formulation of policy governing use of school facilities by the public.

For handling the request of principals, the experienced trustees placed greater emphasis upon the advisory role and on one of no responsibility than did the inexperienced trustees.

School Finance. For the task of keeping the board informed about teacher salary trends the chairmen placed their emphasis on the superintendent having no responsibility while the members stressed his role as an advisor. For the same task the inexperienced and experienced trustees gave weight to the advisory role but their differences were in emphasis upon the roles of independent action and that of no responsibility.

Participating in salary negotiations was a task for which both inexperienced and experienced trustees placed emphasis upon a role of no responsibility. The experienced trustees gave greater emphasis to this role while the inexperienced gave a strong secondary emphasis to the

advisory role.

The inexperienced trustees, like the experienced, saw the task of making surveys with respect to pay scales for other employees as one for which the superintendent should have no responsibility but the inexperienced trustees placed some emphasis upon the advisory role.

Administrative Organization and Structure. Developing long range plans for the school system was a task that experienced trustees considered should be performed under the direction of the board. The inexperienced trustees showed almost equal expectancies for the superintendent acting independently, under board direction, and in the capacity of an advisor.

The professional-managerial category emphasized more strongly than the "all others" category that the superintendent should work under board direction or as an advisor in organizing local groups or committees.

Public Relations. Explaining what we are trying to do in the schools was a task for which the chairmen and the professional-managerial categories agreed that the superintendent should work under direction of the board. The members and the "all others" categroies indicated that the task should be performed independently of such direction.

The inexperienced trustees expressed the opinion that the superintendent should have no responsibility in giving active support to worthy community efforts. The experienced trustees expected him to act independently of board direction.

III. CONCLUSIONS AND IMPLICATIONS

The respondents were consciously expressing personal opinions in answering this questionnaire. They have shown that the greatest responsibility and independence of action should be given to the superintendent for tasks closely related to the instructional programme. An advisory role was seen as of greater importance than one of acting under the direction of the board in implementing its policies. Administrative tasks in a number of areas were not considered responsibilities of the superintendent.

It was observed, as respondents became more familiar with the administration of school district affairs, i.e., were classified as chairmen, as experienced trustees, and were professional-managerial in occupation, they tended to assume greater responsibility and expected less executive initiative from the superintendent.

It is probable that increases in population and changes in the school system will gradually reduce the number of superintendencies which share the services of a superintendent. At the same time, it is also likely that in single superintendencies new and complex relationships will evolve. For the effectiveness of present systems of school administration, and those which might come about, trustees might examine the kind of administrative organization in their own district, in other school districts, and in different complex business structures. Such awareness of different administrative patterns should ensure the utilization of those considered most effective in school administration.

For the most part, professional and administrative experience of a superintendent has been gained in academic fields and in a school environment. However, trustees have shown that they expect the superintendent to advise them and to take executive action in making board policies effective. This requires a knowledge of administration that extends beyond that of the school programme and an understanding of tasks and the administrative process. To meet the requirements of this role, the superintendent must be critical of his performance to ensure that his advice will be reliable and that he will skilfully discharge his administrative duties.

IV. RECOMMENDATIONS

1. Where a board of school trustees has not developed a policy manual it would be advisable to do so. The policies should be reviewed from time to time and changed when considered desirable.

2. Newly elected trustees should meet with the superintendent to become fully cognizant of his duties as an executive officer of the school board, and with his responsibilities as a provincially appointed official.

3. The theoretical training and practical experience of a superintendent of schools should be comprehensive. It should also provide a thorough understanding of, and appreciation for, the processes involved in school administration.

V. SUGGESTIONS FOR FURTHER STUDY

The following topics might be examined:

1. The superintendents' understanding of their role in the administrative areas investigated in this study.

2. The expectations of school boards for the role of the superintendent as an executive officer of the board as set forth in their policy manuals or records of proceedings.

3. The strengths and weaknesses of a provincial administrative structure wherein a superintendent of schools may also be an executive officer of a school board.

4. The advantages, disadvantages and implications of a provincial school district pattern of organization wherein the superintendent of schools would be directly employed by the school board.

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APPENDIX

APPENDIX A

COPY OF LETTER

November 21, 1961

Dr. J. F. K. English
Deputy Minister and
Superintendent of Education
Douglas Building
Victoria, B. C.

Re: Thesis for M.Ed. Degree in Administration

Due to your looking with favor upon my request, and the co-operation of the Board of School Trustees, it was possible for me to complete the residential requirements and academic courses at the University of Alberta with respect to post graduate work in school administration.

Under the direction of Dr. Reeves, Chairman of the Division of School Administration, I am preparing a questionnaire to be sent to individual School Trustees to learn what each thinks a District Superintendent should do in various administrative areas. My study will be a replication of one done in Alberta with respect to provincially appointed Superintendents in that province.

May I have your permission to ask my colleagues to provide me with the names and addresses of School Trustees in their superintendencies?

The questionnaire is now in the hands of the printers for quotations. All being well it should be circulated to trustees early in the new year.

The title of the thesis is "Expectations of School Trustees for the Role of the District Superintendent in British Columbia."

H. D. Stafford
(Signed)

APPENDIX B

COPY OF LETTER

DEPARTMENT OF EDUCATION

Victoria, B.C.

November 27th, 1961

Mr. H. D. Stafford,
District Superintendent of Schools,
P. O. Drawer 610,
LANGLEY, B. C.

Dear Mr. Stafford: Re: Thesis for M.Ed. Degree in Administration

I acknowledge your letter of November 21st. It is noted that you wish to circulate a questionnaire among the school trustees of the province and that you wish to contact your colleagues in the field in order to obtain the names and addresses of school trustees in their superintendencies. Approval is given for you to carry out this project along the lines you have in mind.

Your thesis may reveal some interesting information concerning the role of the District Superintendent in British Columbia.

Yours very truly,

J. F. K. English
Deputy Minister & Superintendent
of Education

jfke:fk

APPENDIX C

LETTER ACCOMPANYING THE QUESTIONNAIRE

January 5, 1962

MEMBERS OF BOARDS OF SCHOOL TRUSTEES
OF THE PUBLIC SCHOOLS OF BRITISH COLUMBIA.

Dear Sir or Madam:

Through the courtesy of Dr. J. F. K. English, Deputy Minister and Superintendent of Education, and the co-operation of my colleagues, I have been given your name and postal address as well as that of every School Board member in this province.

Under the direction of Dr. A. W. Reeves, Chairman, Division of School Administration, University of Alberta, I am preparing a thesis which is a replication of a study published in Alberta in 1961. The title of my thesis is: "The Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia, 1962."

The information to be analysed will be obtained from the responses by trustees to the questions contained in the accompanying questionnaire. The replies by individuals are deemed confidential and under no circumstances will be made available to anyone.

It is my sincere hope to receive 100% support from the trustees in this undertaking. If for some reason your reply is not received, I will write a follow-up letter and for that reason, and that reason alone, each questionnaire is numbered. Only through the co-operation of every trustee will it be possible to obtain group findings, which will represent the thinking of individual school trustees.

May I emphasize this study is designed to learn WHAT YOU THINK A DISTRICT SUPERINTENDENT OF SCHOOLS SHOULD DO IN THE VARIOUS ADMINISTRATIVE AREAS LISTED IN THE QUESTIONNAIRE. The questionnaire is not concerned with what the Superintendent may or may not be doing in these areas at the present time.

I thank you for giving serious thought to the enclosed questionnaire and mailing it to me at your earliest convenience in the enclosed, stamped, self-addressed envelope.

Yours truly,

H. D. STAFFORD
P.O. Box 610,
Langley, B.C.

APPENDIX D

A copy of the questionnaire on which is shown:

1. Below each code letter for a task:
    - (a) The total number of responses for each expectancy
    - (b) In brackets below, the number of responses are expressed in the form of percentages.
2. The relative ranks for the administrative functions.
3. The number of respondents by:
    - (a) Position on the school board
    - (b) Experience on the school board
    - (c) Occupation.

EXPECTATIONS OF SCHOOL TRUSTEES
FOR THE ROLE OF THE
DISTRICT SUPERINTENDENT OF SCHOOLS
IN BRITISH COLUMBIA
1962

The duties of the District Superintendent of Schools in British Columbia are set forth under Division 3 of the Public School Act. In addition to these particular duties, he may also be required to discharge additional functions when he is employed as an executive officer by a Board or Boards of School Trustees.

This study is designed to learn what you, as an individual School Trustee, think a District Superintendent should do in various administrative areas. (N.B. This investigation or study is not concerned with what your District Superintendent may be doing in these areas at the present time.)

DIRECTIONS

Please circle the code letter at the right of each item on the questionnaire which best indicates your expectations of what the District Superintendent's role should be.

EXPECTATIONS

	Code Letter
The superintendent should perform his duty independent of board direction.	- a
The superintendent should be responsible for the performance of this duty under the direction of the board. (He may, or may not carry it out himself.)	- b
The superintendent should be expected to act in an advisory capacity in this case	- c
This duty should not be considered a responsibility of the superintendent	- d

EXAMPLE

Determining the insurance needs of the school district a [✓ b] c d

If you had circled the letter "b" as above, you would have shown that you would expect the District Superintendent to be responsible for the performance of this duty. This does not mean that he determines the insurance needs but that he sould be responsible for seeing that they are prepared for consideration by the school board.

There would be little nor no purpose of his performing this duty independent of the School Board's direction, hence the letter "a" was not circled.

You may, however, have considered that the School Board should expect only advice from the District Superintendent in this regard. If so, you

would have circled "c".

Had you felt the District Superintendent had no responsibility in this regard, you would have circled "d".

THIS PAGE SHOULD BE DETACHED AND USED FOR REFERENCE WHILE COMPLETING THE QUESTIONNAIRE

THE ROLE OF THE DISTRICT SUPERINTENDENT

Please refer to the front page and circle the code letter, which best applies for each item.

INSTRUCTIONAL LEADERSHIP

	a	b	c	d
1. Improving instruction through visiting classrooms and conferring with teachers	251 (92)	13 (5)	7 (2)	2 (1)
2. Organizing teacher study groups, projects, conferences, etc., aimed at improving the quality of instruction	197 (72)	36 (13)	32 (12)	8 (3)
3. Evaluating the work of teachers and reporting regularly to the Board	214 (79)	41 (15)	15 (6)	0 (0)
4. Encouraging teachers to improve their qualifications by attending summer school, taking night classes, etc.	196 (73)	45 (17)	22 (8)	6 (2)
5. Planning the programme of instruction to be offered by the schools, especially at the high school level	119 (44)	86 (32)	56 (21)	8 (3)

SELECTION AND MANAGEMENT OF STAFF PERSONNEL

	a	b	c	d
1. Selecting and placing teachers	63 (23)	140 (51)	68 (25)	2 (1)
2. Selecting and placing principals	28 (10)	137 (50)	108 (40)	0 (0)
3. Selecting and directing the work of suitable professional assistants (directors, supervisors, consultants, special counsellors, etc.)	47 (17)	135 (50)	84 (31)	4 (2)
4. Engaging a new secretary-treasurer	0 (0)	22 (8)	101 (38)	144 (54)
5. Employing non-professional staff (bus-drivers, caretakers, repairmen, stenographers, etc.)	3 (1)	11 (4)	19 (7)	239 (88)
6. Keeping personnel records of teaching and non-teaching staff (qualifications, experience, special abilities)	81 (30)	56 (21)	38 (14)	93 (35)
7. Promoting the general welfare of the staff (working conditions, teaching load, etc.)	61 (23)	85 (31)	95 (35)	30 (11)

PUPIL PERSONNEL

	a	b	c	d
1. Planning and organizing for beginning pupils (age of admission, testing, parent interviews, etc.)	111 (41)	75 (28)	54 (20)	31 (11)
2. Developing procedures for estimating how well pupils are doing in school	197 (73)	37 (14)	31 (11)	5 (2)
3. Organizing pupil transportation services	6 (2)	33 (12)	110 (41)	120 (45)
4. Planning for provision of adequate recreational facilities	8 (3)	65 (24)	165 (61)	32 (12)
5. Providing students with information about future job and educational opportunities	110 (41)	50 (19)	55 (20)	55 (20)
6. Keeping pupil personnel records (census, promotion results, special problems)	104 (39)	47 (18)	41 (15)	76 (28)
7. Providing for the safety of pupils	19 (7)	52 (19)	128 (47)	73 (27)
8. Dealing with cases of suspension, expulsion, irregular attendance and other special problems.	27 (10)	143 (53)	94 (35)	8 (3)

PROVISION AND MAINTENANCE OF SCHOOL FACILITIES

	a	b	c	d
1. Estimating the building needs of the school district	12 (4)	91 (33)	161 (59)	9 (3)
2. Selecting suitable school sites	3 (1)	39 (14)	175 (64)	55 (20)
3. Recommending an architect to the Board	2 (1)	17 (6)	117 (43)	135 (50)
4. Making certain in preliminary planning that there is adequate provision for educational needs	56 (21)	80 (30)	134 (49)	1 (0)
5. Developing an efficient programme of plant operation	14 (5)	51 (19)	102 (38)	101 (38)
6. Developing an efficient programme of maintenance.	5 (2)	27 (10)	70 (26)	168 (62)
7. Establishing procedures for the storage, distribution, inventory, maintenance and care of supplies and equipment	10 (4)	16 (6)	87 (32)	160 (59)
8. Providing the Board with information for the formulation of policy governing the use of school facilities by the public	13 (5)	37 (14)	164 (60)	58 (21)

	a	b	c	d
9. Administering the text-book rental plan	41 (15)	44 (16)	66 (24)	119 (44)
10. Handling the requests of principals for materials and equipment	20 (7)	62 (23)	107 (40)	80 (30)

SCHOOL FINANCE

	a	b	c	d
1. Budgeting for school operations	4 (1)	46 (17)	176 (65)	46 (17)
2. Preparing specifications for the purchase of supplies and equipment	6 (2)	58 (21)	123 (46)	83 (31)
3. Keeping the Board informed regarding teacher salary trends	33 (12)	35 (13)	114 (42)	88 (33)
4. Participating in salary negotiations	6 (2)	13 (5)	82 (30)	170 (63)
5. Making surveys with respect to equitable pay scales for other employees of the school district	6 (2)	25 (9)	44 (16)	198 (73)

ADMINISTRATIVE ORGANIZATION AND STRUCTURE

	a	b	c	d
1. Developing long-range plans for the orderly growth and improvement of the school system	61 (22)	111 (41)	96 (35)	4 (1)
2. Planning and organizing school centralizations	21 (8)	122 (46)	116 (43)	8 (3)
3. Planning the administrative organization within the school district	25 (9)	91 (34)	122 (45)	33 (12)
4. Organizing of local groups or committees for participation in educational planning and activities	22 (8)	60 (23)	120 (45)	65 (24)

PUBLIC RELATIONS

	a	b	c	d
1. Explaining to the public what we are trying to do in the schools	99 (36)	116 (43)	44 (16)	13 (5)
2. Interpreting School Board policy to the public	48 (18)	106 (39)	48 (18)	67 (25)
3. Interpreting provincial acts and regulations to the Board and public (grant regulations etc.)	103 (38)	70 (26)	88 (32)	11 (4)
4. Giving active support to worthy community efforts	102 (39)	35 (13)	43 (16)	81 (31)
5. Maintaining good relations with the local press	104 (39)	59 (22)	51 (19)	54 (20)

RELATIVE IMPORTANCE OF THE ADMINISTRATIVE FUNCTIONS

The seven broad areas of administration which you have dealt with in the above questionnaire are again listed below. Please rank these from 1 to 7 in the order in which you consider them to be important as administrative functions of the superintendent. Place the number "1" by the work you consider most important, "2" by the next important, and so forth.

ADMINISTRATIVE FUNCTION

	RANK
a. Instructional Leadership	1
b. Selection and Management of Staff	2
c. Management of Pupil Personnel	3
d. Provision and Maintenance of School Facilities	5.5
e. School Finance	7
f. Administrative Organization and Structure	4
g. Public Relations	5.5

In order to form definite conclusions from this survey, I need some information about the person who answered the questionnaire. Please CIRCLE the letter of the answer that applies to you.

1. MY POSITION ON THE SCHOOL BOARD IS THAT OF

a. Chairman	53
b. Member	220

2. I HAVE BEEN A MEMBER OF THIS SCHOOL BOARD FOR

a. Less than two years	75
b. Two or more years	198

3. MY OCCUPATION CAN BE CLASSED AMONG

a. Professional, technical and kindred workers	60
b. Managers, officials and proprietors	76
c. Farmers	31
d. Clerical and kindred workers	13
e. Sales workers	3
f. Housewives	30
g. Craftsmen, foremen and kindred workers	40
h. Service workers	3
i. Laborers	4
j. Retired	13

APPENDIX E

SECOND LETTER TO TRUSTEES

P.O. Box 610
Langley, B. C.
March 17, 1962

Public School Trustees
of British Columbia

Dear Sir or Madam:

In 1961 a study, concerned with the role of the provincially appointed School Superintendent in Alberta, was completed by Mr. John Finlay, Supervisor of Secondary Education, West Jasper Place, Alberta.

Professor and Chairman of the Division of Education Administration at the University of Alberta, Dr. A. W. Reeves was interested that studies such as had been made by Finlay should be conducted in other provinces. I was pleased to be given the opportunity to undertake such a research study in British Columbia.

Early in January a questionnaire "Expectations of School Trustees for the Role of District Superintendent of Schools in British Columbia 1962" was mailed to you and all other public school trustees in this province.

In Alberta 286 trustees completed the questionnaire. I am hopeful that I will obtain replies from at least 75% of our trustees. To date 234 questionnaires have been returned.

Many weeks of work will be involved in tabulation, statistical analysis and interpretation of the data after it has been returned. The information so obtained will become part of a thesis to be submitted to the University of Alberta. The thesis will be open to all who wish to read or make use of the information it contains.

I appreciate, as a trustee, you are a very busy person. However, I trust you will be able to complete the questionnaire at an early date for I hope to begin the tabulations shortly after Easter.

Your time and thought will be a personal and direct contribution to a research study in education. As such, it will be recognized and be an encouragement for others to undertake further investigations.

If by chance you have mislaid the questionnaire, or wish another copy, I will be pleased to mail you one upon being advised of your need.

Thanking you in anticipation of your assistance.

Yours very truly,

H. D. STAFFORD
(Signed)

APPENDIX F

CLASSIFICATION OF RESPONDENT TRUSTEES BY CATEGORIES

A. Board of School Trustee Membership	Chairmen	Board Members	Total
Respondents	53	220	273
Inexperienced	2	73	75
Experienced	51	147	198
B. Occupational Categories			
Professional-Managerial	40	96	136
Professional, technical and kindred workers	15	45	60
Managers, officials, and proprietors	25	51	76
All Others	13	124	137
Farmers	4	27	31
Clerical and kindred workers	2	11	13
Sales workers	0	3	3
Housewives	4	26	30
Craftsmen, foremen and kindred workers	1	39	40
Service workers	1	2	3
Laborers	0	4	4
Retired	1	12	13

APPENDIX G

Ranks Assigned to Each Administrative Function by:

- I Total Respondents
- II Chairmen of School Boards
- III Members of School Boards
- IV Inexperienced Trustees
- V Experienced Trustees
- VI Professional-Managerial Category
- VII "All Others" Category

I. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY TOTAL RESPONDENTS

Administrative Function[a]	Frequencies of Assigned Ranks[b]									
	1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	186	49	18	3	5	0	0	261	1.20	1
II	49	114	63	16	14	1	4	261	2.21	2
III	1	50	86	58	39	19	8	261	3.08	3
IV	1	5	15	48	53	81	58	261	5.60	5.5
V	5	3	13	26	45	65	104	261	6.09	7
VI	15	28	41	62	63	40	12	261	4.25	4
VII	4	12	25	48	42	55	75	261	5.49	5.5

[a] Administrative Functions:

I Instructional Leadership
II Selection and Management of Staff
III Management of Pupil Personnel
IV Provision and Maintenance of School Facilities
V School Finance
VI Administrative Organization and Structure
VII Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

II. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY CHAIRMEN OF SCHOOL BOARDS

Administrative Function[a]	Frequencies of Assigned Ranks[b] 1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	43	4	1	0	1	0	0	49	1.07	1
II	3	25	15	3	1	0	2	49	2.36	2
III	0	14	15	8	9	2	1	49	3.20	3.5
IV	0	0	2	8	12	14	13	49	5.78	6
V	1	0	3	6	5	17	17	49	6.06	6
VI	1	4	9	14	13	6	2	49	4.25	3.5
VII	1	2	4	10	8	10	14	49	5.44	6

[a] Administrative Functions:

I	Instructional Leadership
II	Selection and Management of Staff
III	Management of Pupil Personnel
IV	Provision and Maintenance of School Facilities
V	School Finance
VI	Administrative Organization and Structure
VII	Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

III. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY MEMBERS OF SCHOOL BOARDS

Administrative Function[a]	Frequencies of Assigned Ranks[b] 1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	143	45	17	3	4	0	0	212	1.24	1
II	46	89	48	13	13	1	2	212	2.17	2
III	1	36	71	50	30	17	7	212	3.47	3
IV	1	5	13	40	41	67	45	212	5.59	5
V	4	3	10	20	40	48	87	212	6.10	6
VI	14	24	32	48	50	34	10	212	4.25	4
VII	3	10	21	38	34	45	61	212	6.50	7

[a] Administrative Functions:
I Instructional Leadership
II Selection and Management of Staff
III Management of Pupil Personnel
IV Provision and Maintenance of School Facilities
V School Finance
VI Administrative Organization and Structure
VII Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

IV. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY INEXPERIENCED TRUSTEES

Administrative	Frequencies of Assigned Ranks[b]									
Function[a]	1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	48	18	5	2	0	0	0	73	1.26	1
II	17	30	20	1	4	1	0	73	2.15	2
III	0	14	22	18	12	4	3	73	3.78	3.5
IV	1	1	6	11	14	24	16	73	5.65	6
V	1	0	3	9	18	13	29	73	5.92	6
VI	5	10	13	17	13	12	3	73	4.00	3.5
VII	1	0	4	15	12	19	22	73	5.74	6

[a] Administrative Functions:
I Instructional Leadership
II Selection and Management of Staff
III Management of Pupil Personnel
IV Provision and Maintenance of School Facilities
V School Finance
VI Administrative Organization and Structure
VII Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

V. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY EXPERIENCED TRUSTEES

Administrative Function[a]	Frequencies of Assigned Ranks[b] 1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	138	31	13	1	5	0	0	188	1.18	1
II	32	83	43	16	10	0	4	188	2.25	2
III	1	36	64	40	27	15	5	188	3.39	3
IV	0	4	9	37	39	57	42	188	5.58	5.5
V	4	3	10	17	27	52	75	188	6.13	7
VI	10	18	28	44	50	29	9	188	4.36	4
VII	3	13	21	33	30	35	53	188	5.30	5.5

[a] Administrative Functions:

I Instructional Leadership
II Selection and Management of Staff
III Management of Pupil Personnel
IV Provision and Maintenance of School Facilities
V School Finance
VI Administrative Organization and Structure
VII Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

VI. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY PROFESSIONAL-MANAGERIAL CATEGORY

Administrative Function[a]	Frequencies of Assigned Ranks[b] 1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	101	18	11	1	1	0	0	132	1.15	1
II	22	63	31	7	7	0	2	132	2.20	2
III	0	29	44	30	20	7	2	132	3.34	3
IV	0	1	8	27	28	38	30	132	5.52	5.5
V	2	1	6	9	19	39	56	132	6.24	7
VI	6	13	22	32	34	20	5	132	4.28	4
VII	1	7	10	26	23	28	37	132	5.50	5.5

[a] Administrative Functions:

I	Instructional Leadership
II	Selection and Management of Staff
III	Management of Pupil Personnel
IV	Provision and Maintenance of School Facilities
V	School Finance
VI	Administrative Organization and Structure
VII	Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

VII. ADMINISTRATIVE FUNCTIONS RANKED IN ORDER OF IMPORTANCE BY "ALL OTHERS" CATEGORY

Administrative Function[a]	Frequencies of Assigned Ranks[b] 1	2	3	4	5	6	7	N	Mdn[c]	R[d]
I	85	31	7	2	4	0	0	129	1.26	1
II	27	50	32	10	7	1	2	129	2.25	2
III	1	21	42	28	19	12	6	129	3.51	3
IV	1	4	7	21	25	43	28	129	5.65	6
V	3	2	7	17	26	26	48	129	5.87	6
VI	9	15	19	29	29	21	7	129	4.24	4
VII	3	6	15	22	19	26	38	129	5.47	6

[a] Administrative Functions:

I	Instructional Leadership
II	Selection and Management of Staff
III	Management of Pupil Personnel
IV	Provision and Maintenance of School Facilities
V	School Finance
VI	Administrative Organization and Structure
VII	Public Relations

[b] The lower the Arabic numeral the greater the importance of the administrative function.

[c] Median rank for a given function.

[d] Rank assigned following application of a Median Test for significant difference between median ranks.

APPENDIX H

DUTIES OF CHIEF EXECUTIVE OFFICER OF SCHOOL DISTRICT NO. 35 (LANGLEY), B.C.

CHIEF EXECUTIVE OFFICER

In the administration of affairs of the School District, within the jurisdiction of the Board of School Trustees, the Chief Executive Officer shall be directly responsible to the Board of School Trustees and shall

(1) attend, if it is feasible to do so, all meetings of standing or special committees of the Board of School Trustees.

(2) carry out the policies and regulations of the Board of School Trustees.

(3) be responsible to the Board of School Trustees for the organization, direction, and efficient operation of all services and departments needed in the conduct of Board affairs.

(4) recommend to the Board of School Trustees all appointments, promotions, suspensions, dismissals and retirements of Board employees.

(5) appoint the necessary temporary staff for the operation of the Departments of the Board, and the required substitute or temporary teaching staff for the schools in the School District.

APPENDIX I

DATA CONCERING SUPERINTENDENCIES IN BRITISH COLUMBIA

January, 1962

School Districts in a Superintendency	Number of Superintendencies
1	19*
2	22
3	5
4	1

*An assistant superintendent was appointed to three superintendencies.

Number of superintendencies	47
Number of provincially appointed superintendents	50

- - -

School districts in which the superintendent was designated an executive officer of the board	76
School districts in which the superintendent was designated chief executive officer of the board	6
Number of school districts included in this survey	82
Number of unattached school districts	18

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